DOCUMENT RESUME

ED 335 426 "D 028 072

TITLE	Guidelines for Development of Application. Basic Skills Improvement Programs (ECIA Chapter 1 PL 98-211 and Chapter 212 Laws of 1975 as Amended). Fiscal Year 1989.
INSTITUTION	New Jersey State Dept. of Education, Trenton.
PUB DATE	89
NOTE	208p.
PUB TYPE	Guides - Non-Classroom Use (055)
EDRS PRICE	MF01/PC09 Plus Postage.
DESCRIPTORS	*Basic Skills; Bilingual Education; *Compensatory Education; Compliance (Legal); Educationally Disadvantaged; Elementary Secondary Education; Eligibility; English (Second Language); *Guidelines; Limited English Speaking; *Program Design; *Program Implementation; *Special Needs Students; Supplementary Education
IDENTIFIERS	*Education Consolidation Improvement Act Chapter 1

ABSTRACT

Chapter 1 of the Education Consolidation and Improvement Act (ECIA) (P.L. 98-211 as amended) and New Jersey State Chapter 212 were enacted to provide financial assistance to local educational agencies (LEAs) to expand and improve their educational programs to meet the special needs of educationally deprived children. Each eligible LEA must apply to the state educational agency (SEA) for state and federal funding and must describe its proposed program. These guidelines are intended to assist New Jersey LEAs in designing and implementing basic skills improvement (BSI) programs in compliance with federal and state statutes and regulations. The guidelines are in 11 sections. The first 10 sections correspond to the following parts of the Basic Skills Improvement Program Application for FY 1989: (1) cover page; (2) basic data (ECIA Chapter 1 only); (3) parent-teacher and nonpublic school consultation; (4) program needs assessment for compensatory education and for supplemental ESL and basic skills programs for LEP students; (5) process to determine students in need; (6) program description; (7) count of participants by project, by school; (8) evaluation design; (9) fiscal data; and (10) budget breakdown/description. Each section includes a discussion of program requirements, section summary statements, and instructions. Section XI comprises 12 corresponding appendixes. An application form is also included. (AF)

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GUIDELINES FOR DEVELOPMENT OF APPLICATION

BASIC SKILLS IMPROVEMENT PROGRAMS

ED335426

(ECIA CHAPTER 1 PL 98-211 and
CHAPTER 212 LAWS OF 1975 AS AMENDED)

FISCAL YEAR 1989

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Guidelines for Development of Application for Basic Skills Improvement Program(s) (ECIA Chapter 1 P.L. 98-211 as Amended and Chapter 212 Laws of 1975 as Amended)

Fiscal Year 1989

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APPLICATION FOR BASIC SKILLS IMPROVEMENT PROGRAM - ECIA CHAPTER 1 P.L. 98-211 AS AMENDED AND CHAPTER 212 LAWS OF 1975 AS AMENDED..... 195

INTRODUCTION

Chapter 1 of the Education Consolidation and Improvement Act (ECIA) P.L. 98-211 as amended and State Chapter 212 were enacted to financially assist local educational agencies (LEAs) to expand and improve their educational programs to meet the special educational needs of educationally deprived children. Each eligible LEA must apply to the state educational agency (SEA) for state and federal financial assistance. In so doing, the LEA is required to describe how it will expand and improve its educational program. These guidelines will assist LEAs in designing and implementing educational programs that will address the needs of their participating students and be in compliance with both federal and state statutes and regulations.

The guidelines are in 11 sections. Sections I-X correspond to the sections for completing the Basic Skills Improvement Program Application for FY '89 and Section XI contains the corresponding appendices. Each section of the guidelines contains a discussion of program requirements, section summary statements, and instructions.

As local school district personnel use this manual, they are encouraged to suggest to the Division of Compensatory/Bilingual Education how the manual may be modified to provide even greater assistance in the future.

Sylvia M. Roberts, Director
Division of Compensatory/Bilingual
Education

ACKNOWLEDGEMENTS

The director of the Division of Compensatory/Bilingual Education gratefully acknowledges the assistance provided by staff who were involved in developing of the Guidelines for Development of Application for Basic Skills Improvement Programs for fiscal year 1989.

The document was revised by the LEA/SEA committee members and edited by Howard Shelton, Darlene Mincy and Linnea Weiland. Special appreciation is extended to the LEA/SEA Basic Skills Review Committee for its suggestions and review.

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SECTION I - COVER PAGE

Discussion

Each eligible applicant local educational agency (LEA) must describe to the state education agency (SEA) the manner by which federal, state and local funding sources will be used to provide basic skills improvement (BSI) program services. The program must be described in a Basic Skills Improvement Program Application signed by the chief school administrator and board secretary/business administrator, and be submitted to the SEA on or before July 15, 1988.

Each statement of assurance that appears on page one of the application is based on federal or state statute. The federal statute for the Education Consolidation Improvement Act (ECIA), Chapter 1, P.L. 98-211 as Amended, supersedes Title I of the Elementary and Secondary Education Act of 1965. The purpose of Chapter 1 is to continue to provide financial assistance to state and local education agencies to meet the special educational needs of educationally deprived children based on entitlements calculated under Title I, but to do so in a manner which will eliminate burdensome, unnecessary, and unproductive paperwork and free the schools of unnecessary federal supervision, direction and control. In place of some paperwork previously submitted to the SEA as part of the application, the LEA is now required only to provide assurances that certain program requirements will be met.

Section Summary

- The BSI application should be submitted, in duplicate, to the county office of education by July 15, 1988.

- Multiple attendance area districts applying for Chapter 1 funds shall submit the following pages of the application: Cover Page; Basic Data; Parent-Teacher and Non-public School Consultation; Program Needs Assessment; Process to Determine Students in Need; Program Description (Public and Non-public) Count of Participants by Project, by School; Evaluation Design, Fiscal Data and Budget Breakdown.

- Single attendance area districts applying for Chapter 1 shall submit the following pages of the application: Cover Page; Basic Data (Items A and B only); Parent-Teacher and Non-public School Consultation; Program Needs Assessment with Columns 2 and 8 blocked; Process to Determine Students in Need; Program Description (Public and Non-public); Count of Participants by Project, by School; Evaluation Design, Fiscal Data and Budget Breakdown.

- Single attendance area districts applying for State Compensatory Education (SCE) funds only, shall submit the following pages of the application: Cover Page; Basic Data A and B; Parent-Teacher and Non-public School Consultation; Program Needs Assessment with Columns 2 and 8 blocked; Process to Determine Students in Need; Program Description; Count of Participants by Project, by School; Evaluation Design; Fiscal Data, and Budget Breakdown.

- An LEA shall provide private/non-public educationally deprived children residing in eligible Chapter 1 attendance areas with equitable Chapter 1 service.

- Instructional services for eligible non-public children may not be provided on the premises of religiously affiliated private schools.

- LEAs are required to retain BSI program records for five years after the close of the fiscal year in which the program took place or until all audit questions, if any, have been resolved. State Compensatory Education records shall be retained seven years or as per the Records Retention Schedule.

- LEAs that receive SCE funds and/or Chapter 1 funds shall demonstrate maintenance of effort at 90 percent.

- The local board of education minutes shall include the policies established by the board to meet comparability requirements, maintenance of effort and parent consultation requirements.

- Services provided with Chapter 1 and/or SCE funds shall supplement the regular school program.

- State and local compensatory programs meet the requirement of having programs similar to Chapter 1 if the following characteristics are present: the annual assessment of educational needs is the basis for providing BSI services; all children participating are educationally deprived; the program is based on performance objectives related to educational achievement and evaluated in a manner consistent with performance objectives; the program provides supplementary services; and the LEA keeps accurate and comprehensive records and affords access to these records.

- Parents and teachers shall be consulted during the development and implementation of the BSI program. The names and titles of parents and teachers consulted shall be maintained and available for review.

- All individual student achievement results shall be made available to students and their parents or legal guardians and shall be included in each student's permanent record file.

Statement of Assurances

1. Record-keeping Requirements

An LEA that receives Chapter 1 and/or SCE funds shall use fiscal control and fund accounting procedures that will ensure proper disbursement of, and accounting for, such funds.

These records shall include:

- BSI program applications;
- The amount and disposition of all Chapter 1 and/or SCE funds;
- The share of the costs for BSI programs from non-Chapter 1 or non-SCE sources;
- Basic data collection and analysis;
- Data for determining the comparability and maintenance of effort;
- Discussion and consultation with parents and teachers;
- Student selection criteria;
- Evaluation and sustained gains data; and
- Other records that are needed to facilitate an effective audit of the BSI project and that show compliance with Chapter 1 and/or SCE requirements.

All records shall be retained for five years following the close of the fiscal year in which the program took place or until all audit questions, if any, have been resolved. SCE records shall be retained for seven years, or as per the Record Retention Schedule.

For the purpose of evaluating and reviewing the use of Chapter 1 funds, the Inspector General of the United States Department of Education and the Comptroller General of the United States are authorized to conduct audits and shall have access to any books, accounts, records, correspondence, or other documents that are related to programs assisted with Chapter 1 funds and are in the possession, custody, or control of an LEA. Any local government that receives Chapter 1 funds shall comply with the audit requirements in Attachment P of OMB Circular A-102. For the purpose of evaluating and reviewing the use of SCE funds, the state auditor of the Division of Internal Audit of the Department of Treasury and the Department of Education Audit Bureau are authorized to conduct audits and shall have access to any books, accounts, records, correspondence or other documents that are: 1) related to programs assisted with SCE funds; and 2) are in the possession, custody, or control of an LEA. An LEA that receives Chapter 1 and/or SCE funds shall each year conduct an evaluation of its Chapter 1 and/or SCE project(s) that includes objective measurements of educational achievement. Additionally, for Chapter 1 projects, an evaluation must be conducted at least once every three years to determine whether the improved performance has been sustained for a period of more than one year.

2. Participation in Chapter 1 Programs of Educationally Deprived Children in Private Schools

An LEA shall provide educationally deprived children residing in a project area of the LEA who are enrolled in private elementary and secondary schools with special educational services and arrangements as will assure participation on an equitable basis for those children in accordance with the requirements in Section 557 (c) of Chapter 1. The LEA shall provide the opportunity to participate in a manner consistent with the number and special educational needs of the educationally deprived children in private schools. The LEA shall exercise direct control of Chapter 1 funds and property that benefit educationally deprived children in private schools. Services to children enrolled in private schools must be provided by employees of a public agency or through a contractor independent of the private school and of any religious organization. In its application for Chapter 1 funds, the LEA shall describe its services to educationally deprived children attending private elementary and secondary schools. Instructional services for these non-public school children must be provided at sites that are neither physically nor educationally identified with the functions of religiously-affiliated private schools.

a. Non-public School Involvement

The LEA shall use Chapter 1 funds to provide services that supplement the level of services that would, in the absence of Chapter 1 services, be available to children in non-public schools. The LEA may not use Chapter 1 federal funds to send public school teachers and other professionals into religious schools to carry on instruction, remedial or otherwise, or to provide clinical and guidance services. However, on-premises testing for diagnostic purposes is permissible.

Educationally deprived children from eligible attendance areas attending non-public schools are to be considered for program selection using standards comparable to those used by the public administrative agency. These services should be comparable in scope and equal in expenditure to services provided children attending public school. However, cost per eligible child is not the sole means of determining equity.

Applicant agencies must be able to verify that these expenditures are equal. It should be noted that it is not the non-public school that is eligible for participation under the provisions of Chapter 1, but rather children attending non-public schools who reside in eligible public school attendance areas.

The student needs assessment conducted by the non-public school (K-11) should serve as the basis for providing educational services directly related to students' needs. The frequency and intensity of such services should vary in accordance with

determined needs. Under certain circumstances, such as great distance or fewer than 10 children, it may be impractical for an LEA to serve the Chapter 1 eligible children adequately. In such cases, the applicant LEA may arrange for other LEAs to provide the instructional services.

Expenditures for educational services and activities for educationally deprived children participating in programs for non-public school students shall be equal to expenditures for children enrolled and participating in public school programs of the applicant LEA.

b. Non-public School Administration

The LEA shall exercise administrative direction and control over Chapter 1 funds and property benefiting non-public school children receiving services.

Chapter 1 instructional activities and related services, the use of equipment, and all personnel performing services under the Chapter 1 program are to be under the active supervision of the applicant LEA. Non-instructional duties may not be performed by staff funded under this grant.

Responsibility for all equipment for the use of eligible non-public school children will remain with the LEA administrative agency. The equipment must be properly labeled, recorded on the Chapter 1 equipment inventory, and used only with the children identified as program participants. A list of staff assigned to instruct non-public school students and other records relating to equipment and expenditures shall also be on file with the LEA.

If an LEA is prohibited by law from providing, or has substantially failed to provide services on an equitable basis for private school children, the Secretary, under the bypass provision, will use part of the funds allocated to the LEA to provide those services.

3. Maintenance of Effort

The SEA shall pay an LEA that receives Chapter 1 funds only if the SEA finds that either the combined fiscal effort per student, or aggregate expenditures of state and local funds with respect to the provision of free public education in the LEA for the preceding fiscal year was not less than 90 percent of the combined fiscal effort per student, or the aggregate expenditures for the second preceding fiscal year. For purposes of determining maintenance of effort, "preceding fiscal year" means the 12-month fiscal period ending on June 30, 1987.

Maintenance of effort refers to the expenditures by an LEA of state and local funds on an aggregate or per pupil basis. However, the funds for the fiscal year preceding the year in which the LEA is applying for categorical funds must not be less than for the previous fiscal year. As used in this definition, "per pupil basis" means a child included in average daily attendance as of June 30 of each year. Expenditures to be included by the LEA in its computation of maintenance of effort are:

State and local expenditures; and

Expenditures of federal funds for which the LEA is not accountable to the federal government, e.g., impact and other general aid grants.

Expenditures not to be included by the LEA in its computation of maintenance of effort are:

Expenditures for community services, tuition or food services;

Expenditures of federal funds for which the LEA is accountable to the federal government; and

Expenditures of state funds for which the LEA is accountable to the state government.

An SEA may waive, for one fiscal year only, the maintenance of effort requirement if the SEA determines that a waiver would be equitable due to exceptional or uncontrollable circumstances. These circumstances include a natural disaster; a precipitous and unforeseen decline in the financial resources of the LEA; or other exceptional or uncontrollable circumstances. An SEA may not consider tax initiatives or referenda to be exceptional or uncontrollable circumstances. If the SEA grants a waiver, the SEA shall allocate to the LEA its full entitlement of Chapter 1 funds.

If an LEA fails to maintain effort and a waiver is not appropriate, the SEA shall reduce the LEA's allocation of funds under Chapter 1 in the exact proportion to which the LEA fails to meet 90 percent of both the combined fiscal effort per student and the aggregate expenditures (using the measure most favorable to the LEA) for the second preceding fiscal year.

4. Supplement, Not Supplant

An LEA shall use Chapter 1 and/or SCE funds only to supplement and to the extent practical, increase the level of funds that would, in the absence of Chapter 1 and/or SCE funds, be made available for the education of pupils participating in Chapter 1 and/or SCE projects. In no case may Chapter 1 and/or SCE funds be used to supplant those non-Chapter 1 and/or non-SCE funds. An LEA may exclude, for the purpose of determining compliance with the supplement, not supplant requirement for Chapter 1, state and local funds spent in carrying

out special programs to meet the educational needs of educationally deprived children, if those programs are consistent with the purposes of Chapter 1. An LEA may exclude, for the purpose of determining compliance with the supplement, not supplant requirement for SCE, local funds spent in carrying out special programs to meet the educational needs of educationally deprived children, if those programs are consistent with the purposes of SCE.

State and Local Special Programs

The supplement, not supplant, requirements for special programs supported by state and local funds shall apply to the following:

- A state compensatory education program for public school students that meets certain requirements of a program similar to Chapter 1.
- A state compensatory education program for non-public school students that meets certain requirements of a program similar to Chapter 1.
- An LEA compensatory education program that meets certain requirements of a program similar to Chapter 1.

Programs Similar to Chapter 1:

A state compensatory education program and an LEA compensatory education program shall meet the requirements of a program similar to Chapter 1 if:

- All children participating are educationally deprived.
- The program is based on performance objectives related to educational achievement and evaluated in a manner consistent with performance objectives.
- The program provides supplementary services to meet the special needs of those children who are participating.
- The LEA keeps accurate and comprehensive records and affords access to these records.
- The SEA monitors performance under the program to ensure that the requirements listed above are met.

5. Comparability of Services

An LEA may receive Chapter 1 funds only if it uses state and local funds to provide services in project areas that, taken as a whole, are at least comparable to services being provided in school attendance areas that are not receiving Chapter 1 funds, or non-project areas. If an LEA selects all its school attendance areas

as project areas, the LEA may receive Chapter 1 funds only if it uses state and local funds to provide services that, taken as a whole, are substantially comparable in each project area. Unpredictable changes in student enrollment or personnel assignments that occur after the beginning of a school year shall not be included as a factor in determining compliance with the comparability of services requirements.

An LEA may exclude, for the purpose of determining compliance with comparability requirements, state and local funds spent in carrying out special programs to meet the educational needs of educationally deprived children if these programs are consistent with the purposes of Chapter 1. A district-wide salary schedule; a policy to ensure equivalence among schools for teachers, administrators, and auxiliary personnel; and a policy to ensure equivalence among schools in the provision of curriculum materials and instructional supplies shall be established by the LEA and shall be made a part of the LEA board of education minutes.

The SEA is responsible for ensuring that LEAs complete the comparability provisions outlined above based on documentation maintained at the local level. Implementation of comparability may be demonstrated in a variety of ways, one of which is the method used under ESEA Title I.

NOTE: Comparability reports are not submitted to the SEA.

Sample Board Policy Dealing with Comparability of Personnel

To be in compliance with the requirements of P.L. 98-211 as Amended, Section 558(2)(B), of Chapter 1, Title V, the board of education of _____ directs the superinten-
District Name and Code
dent to assign teachers, administrators, and auxiliary personnel to the schools in such a way that equivalence of personnel is ensured among the schools.

Sample Board Policy Dealing with Comparability of Materials and Supplies

To be in compliance with the requirements of P.L. 98-211 as Amended, Section 558(2)(B) of Chapter 1, Title V, the board of education of _____ directs the superinten-
District Name and Code
dent to distribute curriculum materials and instructional supplies to the schools in such a way that equivalence of such materials is ensured among the schools.

6. Consultation with Parents and Teachers

Under Section 204.21 of the regulations, an LEA that receives Chapter 1 and/or SCE funds shall annually design and implement its Chapter 1

and/or SCE project in consultation with parents and teachers of the children being served. Parents and teachers of children in private/non-public schools must be included in the consultation process that affects children attending non-public schools. Non-public school administrators shall be given advance notice of all planning sessions and be invited to all subsequent meetings during which the proposed program is being considered.

Under 200.53(b) of the regulations, an LEA must develop written policies to ensure that parents of the children being served have an adequate opportunity to participate in the design and implementation of the LEA's Chapter 1 project.

The representative(s) of each non-public school should assist in planning the program:

- They should assist in the student needs assessment and identification of the cognitive and non-cogitive special education needs of the educationally deprived children under their jurisdiction.

- They should make recommendations about possible ways to meet these stated needs. Individual student performance objectives should be developed based on data collected through the needs assessment process.

- They should coordinate the program with programs currently being offered by the non-public school. Goals should be developed, a list of materials and activities to meet these goals should be available, and schedules of instructional services should be available.

The LEA shall maintain records showing the names and titles of those parents and teachers consulted during the design of the Chapter 1 and/or SCE projects. The methods and procedures for such consultation shall also be outlined and maintained as part of the record-keeping process.

7. Control of Funds

The control of funds provided to the LEA under each program and title to property acquired with those funds will be in a public agency. A public agency will administer those funds and property.

8. Fiscal Control and Fund Accounting Procedures

The LEA will use fiscal control and funds accounting procedures that will ensure proper disbursement of, and accounting for, federal funds paid to that agency under each program.

NEW JERSEY STATE DEPARTMENT OF EDUCATION

Division of Compensatory/Bilingual Education
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APPLICATION FOR BASIC SKILLS IMPROVEMENT PROGRAM
ECIA CHAPTER 1 AND CHAPTER 212 LAWS OF 1975 AS AMENDED
FISCAL YEAR 1989
SECTION I—COVER PAGE

Type of Application (Check One)

☐ Single Attendance Area ☐ Multiple Attendance Areas

A. **Applicant Information:**

COUNTY NAME ☐☐	LEGAL NAME OF DISTRICT ☐☐☐☐ CODE
STREET ADDRESS OF DISTRICT	NAME AND TITLE OF CONTACT PERSON
CITY OR TOWN ZIP CODE	(_____)_____ TELEPHONE NUMBER OF CONTACT PERSON

B. **Request for Funds:**

State	**Federal**
1a. Entitlement $_____	1b. Allocation $_____
2a. Amount of Application $_____	2b. Amount of Application $_____

C. **Statement of Assurances:**

1) LEA will keep such records and provide such information to the SEA as may be required for fiscal audit and program evaluation.

2) LEA will make provision for services to educationally deprived children attending private elementary and secondary schools and expenditures for these services shall be equal (taking into account the number of children to be served and the special educational needs of such children) to expenditures for children enrolled in the public schools of the LEA.

3) LEA will maintain its effort in the provision of the regular school program.

4) LEA will use funds received under Chapter 1 and SCE only so as to supplement, not supplant regular school funds.

5) LEA will provide services in project areas which, taken as a whole, are at least comparable to services being provided in areas in the LEA which are not receiving funds under Chapter 1. To meet the comparability requirements the LEA has established (a) a district-wide salary schedule; (b) a policy to ensure equivalence among schools in teachers, administrators and auxiliary personnel; and (c) a policy to ensure equivalence among schools in the provision of curriculum materials and instructional supplies.

6) LEA will maintain records showing the names and titles of parents and teachers who were consulted regarding the design of the BSI program and the methods used for such consultation.

7) The control of funds provided to the LEA under each program and title to property acquired with those funds, will be in a public agency. A public agency will administer those funds and property.

8) The LEA will use fiscal control and fund accounting procedures that will ensure proper disbursement of, and accounting for, Federal funds paid to that agency under each program.

D. **Certification:**

CHIEF SCHOOL ADMINISTRATOR	SIGNATURE	DATE SIGNED
BOARD SECRETARY/BUS. ADMINISTRATOR	SIGNATURE	DATE SIGNED

Instructions: Section I - Cover Page

Indicate the type of application. Check one.

A. **Applicant Information** Enter the county name and code. Enter the legal name of the applicant district and code. Enter the mailing address for the applicant district.

Enter the name and title of the person to be contacted regarding the application. Enter the telephone number of the contact person, including the area code.

B. **Request for Funds**

Item 1a - Enter the amount of the applicant's state compensatory education (SCE) entitlement.

Item 2a - Enter the amount of the SCE entitlement being applied for. (If the same as Item 1a, enter SAME.)

Item 1b - Enter the amount of the applicant's ECIA Chapter 1 federal allocation.

Item 2b - Enter the amount of the Chapter 1 allocation being applied for. (If the same as Item 1b, enter SAME.)

NOTE: **If applicant has a Chapter 1 allocation of $100,000 or less, the SEA will make payments quarterly.**

If the Chapter 1 allocation exceeds $100,000, payments will be made monthly.

SCE payments will be paid with state aid in 10 monthly payments.

C. **Statement of Assurances**

D. **Certification**

Type or print the name of the chief school administrator and the name of the board secretary/business administrator. Enter the signature of each and the date signed.

SECTION II - BASIC DATA (ECIA CHAPTER 1 ONLY)

Discussion

Under Section 556 of ECIA Chapter 1, an LEA is required to conduct its projects in selected school attendance areas. Attendance areas are defined as geographic confines within an LEA where children of school age reside and generally attend the elementary school situated in the area.

> Single attendance area is defined as one school in the district, or only one school in the district at each grade level. Multiple attendance area is defined as more than one school in any grade grouping.

This section contains guidelines for:

- Identifying school attendance areas eligible to receive Chapter 1 assistance; and
- Selecting eligible school attendance areas or eligible schools as project areas to receive Chapter 1 assistance.

Section Summary

- Multiple attendance area districts that apply for Chapter 1 funds are required to complete all of the items in the Basic Data Section.
- Single attendance area districts that apply for Chapter 1 funds are required to complete Item "A" and Item "B" only of the Basic Data Section.
- Districts that apply for SCE funds only are required to complete Item "A" and Item "B" of the Basic Data Section.
- An LEA may consider the following in selecting eligible Chapter 1 attendance areas:
  - High concentration of low-income families in excess of 25 percent;
  - Average daily attendance of low-income children in an ineligible school attendance area or school if such attendance is equal to the district-wide average of low-income children;
  - Educational deprivation if there are substantially greater numbers or percentages of educationally deprived children over attendance areas having a higher concentration of low-income children;
  - Continued service to a school attendance area or school that is no longer eligible if Chapter 1 services were provided in either of the two preceding fiscal years ("Grandfather" clause); and by

- Skipping eligible school attendance areas or schools which have higher proportions of low-income children if similar services are provided from non-federal funds (Chapter 1 services would continue for private school children without regard to non-federal funds.)

- Methods for identifying eligible school attendance areas are: grade span grouping; percentage; numerical; combination of percentage and numerical; no-wide variance; and uniform concentration of low-income families less than one-third of the district-wide average or less than 10 percent and high concentration of low-income families in excess of 25 percent.

- LEAs having 75 percent of the children at a school site from low-income families may initiate a schoolwide project.

- LEAs with enrollments of 1,000 or less are exempt from the school attendance area targeting requirements.

- Textbook reimbursement is sent directly to the LEA providing the instructional service(s) for eligible non-public school students.

- Completion of the ASSA report is an LEA responsibility.

Identifying Eligible Attendance Areas

An LEA may use Chapter 1 funds in school attendance areas that the LEA has identified as having the highest concentrations of low-income children, or are located in all attendance areas having a uniformly high concentration of such children.

The LEA shall use the best available measure, which may be a composite of several indicators, for determining the highest concentrations of low-income children. The LEA must select the sources of data and collect the necessary data from the sources chosen.

The primary source of data, Aid to Families of Dependent Children (AFDC), shall be used by all districts. These data may be obtained from the county offices of education.

Secondary sources of data which may be used include:

- National School Lunch Program;

- School Survey; and

- U.S. Census.

If a secondary source is to be used, the ADFC data may be given no less than 60 percent weight. Secondary sources may be used to elaborate on the concentration of low-income families in areas

identified by primary source data, provided the same data are available for every attendance area. In weighted data, no more than 20 percent weight may be used for any one secondary source.

Single attendance area school districts are exempt from the requirement to maintain documentation of the addresses of children whose families receive AFDC. A letter to the LEA from the county superintendent of schools indicating the current number of children whose families receive AFDC will satisfy this requirement.

Multiple attendance area districts are required to maintain documentation of the addresses of those families who receive AFDC and resident children enrolled in public and non-public schools and children in neglected or delinquent (N or D) institutions.

According to Section 595 of the Education Consolidation and Improvement Act of 1981, and Section 200.3 of the regulations, an attendance area, in relation to a particular public school, is the geographical area in which the children who are normally served by that school reside.

Please note that pre-kindergarten and handicapped students should be counted as follows:

- The eligibility for pre-kindergarten students must be determined by using the elementary school attendance area where the pre-kindergarten students reside. Pre-kindergarten students must be counted back into the elementary school attendance area.

- The eligibility for handicapped students must be determined by using the particular school attendance area(s) in which the children reside. Handicapped students must be counted back into the particular public school attendance area(s).

The LEA shall use the same methods for determining the eligibility of all of its school attendance areas. The following methods may be used in the process of determining eligibility:

1. **Percentage Method**

   A school attendance area is eligible to receive Chapter 1 assistance if the percentage of children from low-income families in that school attendance area is at least equal to the percentage of children from low-income families in the LEA as a whole.

2. **Numerical Method**

   A school attendance area is eligible to receive Chapter 1 assistance if the number of children from low-income families in that school attendance area is at least equal to the average number of children from low-income families per school attendance area in the LEA as a whole.

3. Combination of Percentage and Numerical Method

The LEA may identify some school attendance areas as eligible by using the percentage method and some by using the numerical method.

However, the total number of school attendance areas that the LEA identifies as eligible by using the combination method shall not be more than the maximum number of school attendance areas that the LEA would have identified by using a single method.

4. Grade Span Grouping

The LEA may identify its eligible school attendance areas and eligible schools by grouping its school attendance areas and schools according to the grade spans of those schools and applying this method to each attendance area and school within each grouping.

If an LEA uses grade span groupings for this purpose, the groupings must be consistent with the grade spans served by the LEA's schools. For example, common groupings include grades K-6, 7-9 and 10-12.

NOTE: **If the LEA groups its school attendance areas by grade spans, the LEA shall determine the percentage of children from low-income families per school attendance area in the LEA as a whole for each grade span grouping.**

5. Attendance Areas Having a Uniformly High Concentration of Low-income Children - (No-wide Variance)

An LEA may identify all of the school attendance areas in the district as eligible to receive Chapter 1 assistance if the variation between:

(a) The percentage of children from low-income families in the school attendance area with the highest concentration of children from low-income families; and

(b) The percentage of children from low-income families in the school attendance area with the lowest concentration of children from low-income families is not greater than:

- One-third of the percentage of children from low-income families in the LEA as a whole; or
- 10 percent.

6. **High Concentration - (25 Percent Method)**

An LEA may designate as eligible any attendance area in which at least 25 percent of the children are from low-income families.

7. **Project School in an Ineligible Attendance Area**

An LEA may identify a school as eligible to receive Chapter 1 services, even if the school is located in an ineligible attendance area or serves children from more than one attendance area, if the proportion of low-income children in average daily attendance at that school is substantially equal to the proportion of low-income children in an eligible attendance area of the LEA. However, resident children attending non-public schools would not be eligible.

8. **Attendance Areas Having Greater Numbers or Percentages of Educational Deprivation**

An LEA may serve school attendance areas or schools with substantially greater numbers or percentages of educationally deprived children before attendance areas or schools with higher concentrations of children from low-income families. However, the LEA may not serve more school attendance areas or schools than identified from low-income data.

EXAMPLES OF ATTENDANCE AREA SELECTION

I. RANKING SCHOOLS

Public School Attendance Areas		Low Income %	District-Wide Average	Eligible Attendance Areas
Elementary School	#1	24%	30%	---
	#2	32%	30%	X
	#3	46%	30%	X
	#4	43%	30%	X
Middle School	#5	21%	30%	---
High School	#6	32%	30%	X

- Schools #1 and 5 have low income percentages that are below the district average of 30 percent low income; therefore, they are not eligible attendance areas to receive Chapter 1 services.

- The LEA might be able to use the target school method to determine the eligibility of schools #1 and #5. The LEA would not qualify for uniformly high concentration because the variance of 25 percent is more than one-third the district-wide average of 30 percent, and does not meet the 10 percent provision.

- The LEA must also determine eligibility of special schools as separate attendance areas.

II. GRADE SPAN GROUPINGS

Elementary School	#1	24%	36%	---
	#2	32%	36%	---
	#3	47%	36%	X
	#4	43%	36%	X
Middle School	#5	21%	21%	X
High School	#6	32%	32%	X

- Schools #1 and 2 have low income percentages that are below the elementary average of 36 percent low income, therefore they are not eligible attendance areas to receive Chapter 1 services under grade span groupings.

- School #2 would qualify for the 25 percent provision to receive Chapter 1 services.

- Schools #5 and 6 would be eligible for Chapter 1 services under the grade span groupings process because their individual school average is the grade span average, and the average is not compared to other schools.

Selecting School Attendance Areas for Chapter 1 Projects

After an LEA determines which school attendance areas are eligible, the LEA shall determine how many eligible areas or schools it will select as Chapter 1 project areas to receive Chapter 1 service during the fiscal year.

The LEA shall make this determination based on:

The amount of Chapter 1 funds available, AND

The amount of Chapter 1 funds required to:

- Operate a Chapter 1 project that is of sufficient size, scope and quality to give reasonable promise of substantial progress toward meeting the special needs of the children to be served, AND

- Provide Chapter 1 services to all children who satisfy the criteria developed for selecting children to be served.

In selecting school attendance areas for Chapter 1 project areas, the LEA shall use the same measures of low-income status as it used to identify eligible school attendance areas.

If the LEA does not select all eligible school attendance areas as Chapter 1 project areas, the LEA shall:

- Annually rank its eligible attendance areas from highest to lowest according to their relative degree of concentration of children from low-income families; AND

- Select eligible school attendance areas as Chapter 1 project areas, in rank order, beginning with the highest ranking school attendance area until the LEA lacks sufficient Chapter 1 funds to serve any additional school attendance areas or schools.

Skipping Eligible School Attendance Areas

An LEA may skip eligible school attendance areas or schools which have higher proportions of children from low-income families if the children in those areas or schools are receiving from non-federal funds, services of the same nature and scope as would otherwise be provided under Chapter 1. However, the children in private schools shall continue to be eligible to receive Chapter 1 services without regard to non-federal funds.

Exemption

An LEA with a total enrollment of fewer than 1,000 children does not have to comply with the requirements for selecting school attendance areas or schools.

Continuation of Chapter 1 Services (Grandfather Clause)

Under Section 556(d)(4) of Chapter 1 and 200.50(b)(4) of the regulations, an LEA may continue to provide Chapter 1 services in a school attendance area or school that no longer qualifies as eligible if the area or school was properly selected and served in either of the two preceding school years. This means that a Chapter 1 project in an area or school that was selected and served under Section 556(b)(1)(A) of Chapter 1 may be continued for up to two additional years, even though the area or school is now ineligible. Section 556(d)(4), however, provides for the continuation of a project. Therefore, the provision may be applied only if a Chapter 1 project was conducted in the preceding year. In other words, if the LEA conducted a project under Section 556(b)(1)(A) in the second preceding year but the LEA did not choose to conduct a project in the preceding year, Section 556(d)(4) does not permit the LEA to designate and select the area or school for a project for the current year, since this would not be a continuation of services. (See Option B below.)

The following chart shows how implementation of Section 556(d)(4) and 200.50(b)(4) may affect schools.

In school year 1986-87	In school year 1987-88	In school year 1988-89
Option A		
The school is eligible and is served under Section 556(b)(1)(A).	The school is not eligible but is served under Section 556(d)(4).	The school is not eligible; it may or not be served under Section 556(d)(4).
Option B.		
The school is eligible and is served under Section 556(b)(1)(A).	The school is not eligible and is not served under Section 556(d)(4).	The school is not eligible; and may not be served under Section 556(d)(4).

SECTION II—BASIC DATA

County: _____ ☐☐ District: _____ ☐☐☐☐

A. **Schools/Resident Data (Number of Schools and Number of School Age Children Residing in District).**

Column 1			Column 2	Column 3	Column 4
RESIDENT CHILDREN ENROLLED IN:			Grade Span	Total Number of Schools	Total Number of Resident Children
1. Public Schools	a	In applicant's school district			
	b	In other school districts			
2. Non-public Schools	c	In applicant's school district			
	d	In other school districts			
3. Private Institutions for Neglected and Delinquent					
4. Not Enrolled in Any School but Eligible for Enrollment (Dropouts)					
5. Total (Sum of 1, 2, 3, 4)					

*Total in Column 4 must equal Total reported in Item C, Column 4 below

B. **Data Source/Resident Children (Enter Source(s) and Date(s))**

1. Public Schools:
   Source _____ Date _____
   Source _____ Date _____

2. Non-public Schools:
   a. In applicant's school district (Item A-2(c))
      Source _____ Date _____
   b. In other school districts (Item A-2(d))
      Source _____ Date _____

C. **Identification of Resident Children by Attendance Area(s)**
Include the number of public and non-public school resident children for each attendance area.

Column 1	Columns 2 and 3		Col. 4	Column 5	Column 6	Col. 7	Column 8
Name of Public School Attendance Area	Grade Span		Total No. Resident Children	Total No. from Low-income Families (5-17)	Percent of Low-income Families	Eligible Attendance Area (Check)	Summary of District-wide Totals/Averages
	From	To					
							a) Total number of Attendance Areas (Column 1)
							b) Total Resident Children (Column 4)
							c) Total Children from Low-income Families (Column 5)
							d) Average Number of Children (5÷1) Low-income Families
							e) Average Percent of Children (5÷4) Low-income Families

D. **Data Source/Low Income (Check)**

Primary Source

☐ AFDC

Secondary

☐ Free School Lunch ☐ School Survey ☐ US Census

☐ Other (Specify) _____

Instructions: Section II - Basic Data

Enter the county and district names and codes.

A. Schools/Resident Data (Number of Schools and Number of School-age Children Residing in District)

Please note that this item relates to the number of children residing in the applicant's district whose ages are within the general range of pupils in the applicant's schools, but not beyond grade 12.

A.1 Public Schools

a. In Applicant's School District

Column 2. Enter the grade span of LEA schools.

Column 3. Enter the total number of schools located within the applicant's school district.

Column 4. Enter the number of resident children enrolled in public schools located within the applicant's school district.

b. In Other School Districts

Column 2. Enter the grade span of resident children enrolled in public schools in other districts.

Column 4. Enter the number of resident children enrolled in public schools in other districts. (Include those resident children who are enrolled in public schools in other districts in special classes.)

A.2 Non-public Schools

c. In Applicant's School District

Column 2. Enter the grade span of non-public schools located within the applicant's district.

Column 3. Enter the number of non-public schools located within the applicant's district.

Column 4. Enter the number of resident children enrolled in non-public schools located within the applicant's district.

d. In Other School Districts

Column 3. Enter the number of non-public schools located outside the applicant's district.

Column 4. Enter the number of resident children enrolled in non-public schools located outside of the applicant's district.

A.3 Private Institutions for Neglected or Delinquent-(Located within the District)

This item is applicable to those districts who receive a portion of their ECIA Chapter 1 allocation based on students who reside in such institutions.

Column 2. Enter the grade span of the students residing in the institution.

Column 3. Enter the number of institutions located in the applicant's district.

Column 4. Enter the number of children who reside in the institution.

A.4 Not Enrolled in Any School but Eligible for Enrollment-(Dropouts)

Column 4. Enter the number of resident children who are no longer enrolled in school but who are of eligible school age (dropouts).

A.5 Total (Sum of 1, 2, 3 and 4)

Column 4. Add the numbers in Column 4 to find the total number of resident children. This figure must equal the total resident children figure reported in Section C, Column 8, Item "b".

B. Data Source/Resident Children

B.1 Public Schools

Enter the data source(s) used to determine the numbers of public school resident children reported. Enter the date(s) the sources listed were generated.

B.2. Non-public Schools

a. In Applicant's School District
Enter the data source(s) used to determine the numbers of non-public school resident children reported in the district. Enter the date(s) the sources listed were generated.

b. In Other School Districts

Enter the data source(s) used to determine the number of non-public school resident children reported in other school districts. Enter the date(s) the sources listed were generated.

C. Identification of Attendance Areas

Column 1. Enter the names of all public school attendance areas located in the district. Enter in rank order (from highest to lowest) according to figures reported in Column 5 or Column 6.

Column 2. Enter the lowest grade level served by each school.

Column 3. Enter the highest grade level served by each school.

Column 4. Enter the total number of children (ages 5-17), regardless of where they are enrolled, who reside in the areas served by those public schools entered in Column 1.

Column 5. Enter the total number of children from low-income families (ages 5-17) who reside in the areas served by those public school attendance areas entered in Column 1.

Column 6. Enter the respective percentages (divide Column 5 by Column 4) of resident children from low-income families for each school attendance area entered in Column 1.

Column 7. Enter a check mark to indicate all eligible attendance areas.

Column 8. Summary - District-wide totals/averages

Item a. Enter the total number of elementary school attendance areas (same as Column 1).

Item b. Enter the total number of children (ages 5-17) residing in attendance areas (same as Column 4).

Item c. Enter the total number of children from low-income families residing in attendance areas (same as Column 5).

Item d. To determine the average number of children from low-income families for the school district, divide "c" (number of children from low-income families) by "a" (number of attendance areas). Enter the average number.

Item e. To determine the average percentage of children from low-income families, divide "c" (total children from low-income families) by "b" (total resident children). Enter the average percentage figure.

D. Data Source/Low-Income

Check in the appropriate boxes to indicate the data source(s) used to determine attendance area eligibility.

SECTION III - PARENT-TEACHER AND NON-PUBLIC SCHOOL CONSULTATION

Discussion

Parent-Teacher Consultation. Under Chapter 1 of the Education Consolidation Improvement Act, parents and teachers of children being served shall be provided with opportunities to contribute their views about planning and implementation of the basic skills improvement program (BSIP), [Sec. 566 (b) (3)]. Teacher consultation is referenced in the administrative code (N.J.A.C. 6:8-6.3(a)4).

Under 200.53(b) of the federal regulations, an LEA must develop written policies to ensure that parents of the children being served have an adequate opportunity to participate in the design and implementation of the LEA's Chapter 1 project.

Under 204.21 of the federal regulations, an agency that receives Chapter 1 funds shall convene annually a public meeting, to which all parents of eligible children must be invited, to discuss with those parents the programs and activities provided with Chapter 1 funds.

The generally agreed upon purpose of parent and teacher consultation is to increase student achievement levels by improving the effectiveness of basic skills improvement programs. The parent-teacher consultation process is multi-dimensional in nature and includes consultation among parents, teachers, and administrators. Consultation occurs between individuals and in groups. Group consultation usually occurs during the planning, implementation and evaluation process of the BSI program. Individual consultation may occur at any or all stages of the BSI process.

However, according to N.J.A.C. 6:8-6.2(a)3, individual student and district evaluation data must be shared with all parents/guardians. The LEA must make special provision to consult with parents/guardians of students who score below the state minimum levels of proficiency (MLPs) to help students improve their achievement levels (N.J.S.A 18A:7A-7). This consultation shall include a process for notifying the parent/guardian of the need for, and the content of, the Individual Student Improvement Plan (ISIP).

Non-public School Consultation. Under 200.70-200.87 of the federal regulations, the LEA must offer Chapter 1 services to students in eligible attendance areas attending non-public schools, both in and out of the district. The LEA is responsible for contacting the schools in writing before submission of the application about student eligibility and establishing consultation meetings with non-public school officials about assessment, planning, and the implementation of remedial services for eligible students. **The LEA is required to submit records of that consultation signed by each non-public school contact.** (See Appendix K for the consultation record form and instructions for completion.)

Section Summary

- LEAs using state and/or federal funds for a basic skills improvement program must consult with parents and teachers of children being served before and during the implementation of the BSI program.

- Parent-teacher consultation may be conducted in group or individual settings.

- LEAs may meet the requirements for parent-teacher consultation by maintaining district or school level advisory councils.

- LEAs shall develop a policy for reporting pupil progress to parents or guardians. Procedures for reporting may include teacher conferences, report cards, pupil progress charts and other formal or informal methods.

- Pupils who are below statewide standards in reading, writing, or mathematics shall be provided with remedial programs. Only the district has the option to remove such students from SCE programs if the program needs assessment conducted pursuant to NJAC 6:8-6.3, (a) clearly demonstrates such enrollment is unnecessary (NJAC 6:39-1.2(C),1). At a parent's request, a district may reassess a pupil's need for remedial services; however, only the district may determine that such services are unnecessary or necessary.

- The LEA shall maintain records showing the names and titles of those parents and teachers consulted during the design of the Chapter 1 and SCE funded BSI projects.

- Chapter 1 funds may be used to support Chapter 1 parental involvement activities.

- Public school authorities shall involve private school administrators, within and outside the applicant's school district, in planning that portion of the basic skills improvement program that has an impact on children attending non-public schools. A record of such consultation must be attached to the BSI application (See Appendix K).

Suggested Group Parent-Teacher Consultation

District Advisory Council (DAC)

The LEA may decide to continue the existing district advisory council structure that has been operating in the past. Teacher participation shall be included in the process.

School Advisory Council (SAC)

Councils may be established in individual schools, and must have representation of parents and teachers.

Parent Teacher Association (PTA)

Parent-teacher consultation may take place within the existing PTA structure at the district or school level, thus incorporating the basic skills requirement under an ongoing organization.

Parent-Teacher Consultation

This format may encompass designs as the LEA deems appropriate.

Suggested Individual Parent-Teacher Consultation

Parent-Teacher Conferences

This can be carried out in many ways through the school structure. Individual conferences at report card time or by appointment could enhance parent-teacher consultation.

Parent-Teacher-BSI Staff Conferences

Consultation can take place in this setting through contact with the classroom teacher, BSI teacher and parents.

Parent-Teacher-BSI Staff-Principal Conferences

This enables the principal to facilitate a dialogue or exchange of information between parents and staff. Since the principal is the instructional leader of all programs within the school building, his/her input at most conferences should be of value.

Parent-Teacher-BSI Staff-Principal-LEA Conferences

There are times during the consultation process when input of all parties is needed.

The LEA is encouraged to assess its needs for parent-teacher consultation and to take the initiative in determining whether to maintain its current parent-teacher consultation structure, or adopt another one. The format should serve to keep all parents and teachers informed of the BSI program, school and home relationships.

All BSI activities related to parent-teacher consultation should be well-documented (e.g., minutes of meetings, newspaper articles, school notices, conference records).

SECTION III—PARENT-TEACHER AND NON-PUBLIC SCHOOL CONSULTATION

County: _____ | | | District: _____ | | | | |

A. **Will a district advisory council by maintained?** _____YES _____NO

B. **What contributions did parents/teachers make when consulted during the meeting held on** _____ **(must be prior to submission of application)?**
(date)

C. **What procedures will be used to provide on-going communication and consultation among parents and teachers during the operation of the BSI program?**

D. **Was there consultation with private/non-public school administrators to ensure that equitable services would be provided for eligible participants?** _____YES _____NO

If YES, enter the date(s) this consultation occurred and briefly describe the recommendations that were discussed, accepted, and/or rejected.

Date(s) of consultation sessions:

_____ _____ _____ _____ _____

Description of recommendation(s) that were discussed, accepted, and/or rejected:

_____

_____

_____

_____

_____

_____

If NO, please explain why there was no consultation with private/non-public school administrators:

_____

_____

_____

_____

_____

_____

INSTRUCTIONS: Section III - Parent-Teacher and Non-public School Consultation

Enter the county and district names and codes.

A. Indicate if the district will maintain a district advisory council by checking YES or NO.

B. Describe the contributions made by parents and teachers when consulted during the development of the basic skills improvement program prior to the submission of the application. Include the date of the meeting.

C. Describe the procedures to be used to provide ongoing communication and consultation with parents and teachers during the operation of the program.

D. Indicate by checking YES or NO if there was consultation with private/non-public school administrators to ensure that equitable services would be provided for eligible participants.

   If YES, enter the date(s) this consultation occurred and briefly describe the recommendations that were discussed and accepted.

   If NO, please explain why there was no consultation with private/non-public school administrators.

NOTE: A record of such consultation with each non-public school must be attached to the application (See Appendix K).

SECTION IV - PROGRAM NEEDS ASSESSMENT

Compensatory Education

Discussion

The local education agency is required by federal and state mandates to assess annually the basic skills needs of students enrolled in public schools, and of Chapter 1 eligible students in private/non-public schools and/or institutions for neglected or delinquent students. This educational needs assessment is defined as the process by which a determination is made of the discrepancies between the basic skills goals of the local educational system and the actual status of the skills in a given population, i.e., the difference between what should be and what actually exists. Implemented in the spring for program planning for the next year, the basic skills needs assessment examines the strengths and weaknesses of students across the district through the use of a number of indicators (multiple measures) of student performance.

The 1988-89 school year will be the third year in which minimum levels of proficiency (MLPs) based on the High School Proficiency Test (HSPT) will be used as the primary tool to identify students in need of compensatory education services.

Students in grades K-11 must be assessed annually in mathematics, reading and writing using a multiple measure assessment process.

Multiple measures must be implemented in a manner which permits:

- Test data to be used as the primary or initial assessment tool; AND
- Other measures to be used to further determine basic skills needs or deficiencies.

It is important to note that the components of the basic skills assessment process within a district may vary by grade level or content area, but may not vary by individual building or student. Since the total assessment process is designed to generate a district profile for planning developmental and compensatory programs, measures must be applied uniformly across comparable populations. The specific assessment process used by a district should be designed in light of local needs. However, specific components are required by state or federal mandate. To assure that both state and federal intent are embraced in the LEA process, six elements are indicated as minimum components of a basic skills needs assessment process. These six elements are discussed in detail to assist local decision makers in determining the size and scope of the service to be given to those students identified as needing supplemental basic skills instruction.

In addition, the LEA is required to consult early on in the planning process with private schools serving eligible children before making any

decision that significantly affects the opportunities of private school students to participate in the project. The consultation should include determinations as to which children will receive benefits; how their needs will be identified; what services will be offered; how and where those services will be provided; and how the project will be evaluated.

It is essential, therefore, that representatives of the private schools be involved in the needs assessment process.

N.J.S.A. 18A:46A-4 and N.J.A.C. 6:28-6.3(c) mandate that the standards used to determine the eligibility of non-public school students for compensatory education be the same as those set for public school students. These standards require that testing to determine eligibility be conducted during the spring of the prior school year.

Section Summary

- Students in grades K to 11 must be assessed annually in communication and computation (reading, writing and mathematics).

- New entrants without test scores must be tested within one month of the date of enrollment using the MLPs of the standardized test administered during the spring of the previous year or a comparable instrument to determine eligibility for BSI program participation.

- Students including limited English proficient students, from eligible Chapter 1 attendance areas attending a non-public school, shall be annually assessed and considered for Chapter 1 program selection using the same or comparable standards as the public school.

- All students of limited English proficiency shall be assessed in communication (reading, writing and English as a second language) and computation to determine their eligibility for supplemental ESL and basic skills services.

- LEAs may establish a district standard or norm higher than the statewide minimum levels of proficiency (MLP), but may not establish a standard or norm lower than statewide standards.

- The total score on the language mechanics section of a standardized test must be used to identify writing project participants.

- The annual assessment must be conducted for all populations in the spring preceding program implementation.

- There must be a uniform testing program in the district.
- Intelligence and academic aptitude tests may not be used to assess basic skills.
- Multiple measures must be applied to all students below the standard or norm to identify those in need of service.
- Social, economic or environmental needs may not be used to identify those in need of service.
- Program participation for handicapped students must be specified in their Individualized Education Plans (IEPs) and be based on specific evaluations developed for this population.
- Prekindergarten, kindergarten, first- and second-grade students may be assessed by any valid and reliable means deemed appropriate by the district. Normed tests are not required at these grade levels.
- Assessment results for entering prekindergarten and kindergarten students should be submitted to the county office by October 15, 1988.
- Assessment in special needs (cognitive and non-cognitive) shall be conducted for all program participants.
- Locally developed assessment instruments must be approved by the SEA.

Minimum Components of a Basic Skills Needs Assessment Process

1. **Procedures for the identification/determination of limited English proficient students**

   To assure that instruments used in the basic skills assessment process are measuring skill strengths or weaknesses rather than language acquisition, a procedure to identify students who are limited in English proficiency should be implemented prior to the basic skills assessment. The specific procedures to identify limited English proficiency shall be in accordance with federal and state mandates.

2. **Procedures and instruments to be used to assess the basic skill needs of students**

   A viable assessment process that generates accurate information for decision making must be identified or developed by each LEA. Procedures and methods of assessment must be able to produce a valid, reliable and comprehensive profile of the basic skills needs of students. While designated grade levels and content areas

(communication and computation) have specific requirements for using standardized achievement test instruments, the complete assessment process need not be limited to test scores. Non-test indicators such as percent of skill mastery, book level, and teacher ratings, should be included as part of the comprehensive assessment process.

The instruments and indicators used in the assessment process must have demonstrated validity and reliability, must be administered systematically and must be based on objective data.

Students in grades K-11 shall be assessed annually in mathematics, reading, and writing, according to the following guidelines:

Students in grades K-2 are to be assessed by a valid and reliable means deemed appropriate by the district. The LEA determines its own standards in identifying students for the BSI program.

In grades 3-8, districts use approved commercial standardized tests to select students based on state-established minimum levels of proficiency.

For grades 9-11, the High School Proficiency Test (HSPT) is used as the criterion for identification for SCE. Students are selected for SCE based on HSPT passing scores.

In grades 9-11, a state-approved standardized test with a district-set standard shall be used to determine Chapter 1 eligibility.

In addition to a test score, students in grades K-11 must have secondary or multiple assessment criteria applied to determine the extent of their need for compensatory education, e.g., book level tests, skills arrays and writing samples.

3. **Assessment of non-public students for Chapter 1**

The following procedures guide the assessment of non-public school students in Chapter 1 attendance areas. The assessment data are reported in Section IV, Program Needs Assessment.

- For non-public schools that conducted annual testing in the spring of 1988, these data will be acceptable for LEA reporting of the non-public assessment in Section IV. LEAs may use the equivalent statewide standards chart reported in Appendix C, for determining students below state standards.

- For non-public schools that conducted annual testing in the fall of 1987, these data will be acceptable for LEA reporting of the non-public assessment in Section IV. However, LEAs may not use the equivalent statewide standards chart reported in Appendix C. The district must use the test results to establish a district standard or norm for Chapter 1 eligibility.

- In determining the eligible Chapter 1 population, multiple measures must be used by the LEA with both fall 1987 and spring 1988 test scores for the selection of project participants. The use of additional diagnostic or criterion-referenced information, such as report card grades or book level tests, will enable the district to select students who are in greatest need of Chapter 1 services. This information may be used by the LEA to evaluate the validity of the fall or spring test score of each student.

- For non-public schools that did not conduct either fall 1987 or spring 1988 annual testing, the LEA will be allowed to use multiple measures as the criteria in determining the eligible Chapter 1 population and selection of project participants. This process would enable the LEA to utilize current diagnostic data uniformly on all eligible students to determine eligibility for Chapter 1 services. The district standard or norm may be established by administering a teacher checklist in the areas of reading, writing and math.

4. **Procedures for establishing a district standard or norm for educational deprivation**

A process for establishing a district standard or norm for educational deprivation should be designed to provide opportunity for professional, community, parent, and (if applicable) private/non-public and neglected or delinquent personnel input. At grades 3 through 11, the district standard may be established using only test scores, or by establishing multiple criteria that include test data. Districts may choose to serve students who score one or two standard error(s) above the state standards. SCE funds may not be used to provide these BSI services. Only local remedial or Chapter 1 funds may be used to provide services for students above state standards. For students in grades K-2, the LEA is not required to use standardized test data in the formation of a district standard or norm. However, a standard must be established for educational deprivation and implemented systematically for all students.

Given the requirements set by federal and state mandates, the determination of a district standard or norm is a critical step in the assessment process. Assuming that districts must use at least test scores as a basis for assessment, the standard or norm becomes a primary decision point.

The determination of the district standard or norm is the first step in identifying participants for basic skills improvement programs. There are two basic options for making this determination:

a. The district simply sets the standard or norm at the same point as the MLPs established by the state. Any district planning to do this must understand that students with scores at, or above, the MLPs cannot be considered for program selection.

b. The district sets the standard or norm above state minimum levels of proficiency.

Deciding where to set the district standard or norm should be based on typical performance of students in the district, national norms and general knowledge of test scoring patterns in the district. The LEA is encouraged to establish a district standard or norm that is comparable across grades. Standards or norms that differ by grade or content area should be based on documented evidence of need. Once set, the standard or norm is a fixed decision point.

5. **Procedures for Assessing New Entrants**

New entrants without test scores and/or students who are no longer classified shall be assessed in order to determine levels of proficiency in communication (reading and writing) and computation. Such new entrants must be assessed within a month of enrollment in the district.

The following chart summarizes the procedures to be followed in assessing students who enroll during the school year and who lack test scores from the previous spring on an appropriate test.

Present Grade of New Entrants	Instrument	Standard
K-3	Same or comparable, district-chosen, valid and reliable instrument	District-set standard from previous year's grade
4-9	Same or comparable, state-approved, standardized test	State-set MLPs from previous year's grade
10-12	HSPT	HSPT passing scores

The following examples illustrate the procedures:

- Suppose a student without scores from the previous spring enters grade 4 in the fall of 1988. The student should be assessed using the same or a comparable standardized test to that used by the district in the previous spring. If the student falls below the grade 3 MLPs for that test, the student must be served by SCE.

- Suppose a student without scores from the previous spring enters grade 10 in the winter of 1989. That student should be assessed with the HSPT from the previous spring. A student who fails any portion of the HSPT must receive SCE services in that area.

6. **Determining the need for remedial instruction in writing for public school students**

A student must receive remedial writing instruction if he or she does not score at or above the writing minimum level of proficiency (MLP) on the language arts portion of the district's standardized achievement tests.

7. **Determining the need for remedial instruction in writing for non-public students**

N.J.S.A. 18A:46A-4 requires that compensatory education services be provided to non-public school students who meet the same eligibility requirements as those which must be met by public school students for similar students. N.J.A.C. 6:28-6.3(c) extends this provision under Chapter 192. In addition to reading and computation, SCE programs must now include writing.

8. **Process for determining students in need of services**

A process to determine those students below the district standard or norm who are in need of direct instructional services must be designed to be applied systematically across buildings. This process should employ data that have been collected uniformly across the district.

At grades 3-11 multiple measures must be used to determine students in need of direct compensatory instruction in the areas of communication (reading, writing, and/or reading/writing) and computation. Such measures must include, but are not limited to, scores on standardized tests (Appendix C). Measures other than scores on standardized tests are considered secondary measures which can validate or invalidate test scores. Secondary measures may not be used in place of test scores.

Commonly used secondary or multiple measures include:

- report card grades
- book level
- percent of skill mastery
- level of skill mastery
- teacher rating scale
- checklist of behaviors
- writing folder
- writing sample
- group consensus (i.e., content teachers)
- performance on other standardized tests
- subtest performance
- retention at grade level

Many LEAs have found that some of the measures listed above are more easily implemented in elementary than in secondary settings or vice versa. In secondary schools where courses are tracked, the level of the course should be considered if the report card grade is to be used as one of the multiple measures. An F in Advanced Placement or Honors English, for example, should be viewed differently from an F in General or Basic English.

The following district strategies illustrate how LEAs have determined rules for using test scores and multiple measures to identify students in need of basic skills instruction. These strategies may vary across subjects or grades but must be uniformly applied across buildings and/or students.

NOTE: The district standard or norm that is determined for any assessment strategy must include state passing scores in grades 3-11 (see Appendix C for HSPT Minimum Levels of Proficiency (MLPs)).

District A

Assessment Strategy:	Establish a district standard or norm with a test score and use multiple measures on students below the district standard or norm to determine students in need of service.
District Standard or Norm:	47th percentile
Determination of Need:	Need is determined by a test score below the 47th percentile, a total reading score below 30 on the district skills array, and a teacher rating below 3. Any student meeting all three criteria is considered in need.

District B

Assessment Strategy:	Establish a district standard or norm using a test score including one standard error above the norm. Multiple measures will be applied on all students one standard error above the norm.
District Standard or Norm:	47th percentile plus one standard error above the state standard.
Determination of Need:	Students below the standard or norm who score below the 48th percentile on a norm-referenced test in reading and have a report card grade of "D" or "F" in reading are considered in need.

District C

Assessment Strategy:	Use the same strategy as District B, except that multiple measures will be used in the form of a composite measure.

District Standard or Norm: 47th percentile plus one standard error above the 47th percentile

Determination of Need: Students who have a composite score below 10 are considered in need. A composite score is defined by translating percentile bands and report card grades into scaled scores. For example, District C translated percentile bands as follows:

Percentile Band	Numeric Score
1 - 15	1
16 - 25	2
26 - 35	3
36 - 50	4
51 - 75	5
76 - 100	6

Then they multiplied each numeric score by three to weight the scaled score. This number is then added to a numerical grade value (e.g., A=4, B=3). A student with a composite score below 10 is considered in need.

9. **Procedures for determining the special educational needs of students (cognitive, affective, social/health, psychomotor)**

Special needs of the population selected for program participation must be determined. The cognitive, affective, social/health and psychomotor needs of the students should be assessed. Objective data gathered through the multiple measure assessment process shall be used uniformly across program participants to determine instructional need areas and factors that affect instruction or require supportive services. The process should be designed in a manner that identifies the precise educational needs of students, that is, the specific skill deficiencies, the appropriate educational prescription, the level and type of instruction, and the amount of instructional time.

Where existing local procedures provide an ongoing accurate profile of the social/health, affective, and psychomotor needs of each student, the LEA is encouraged to include totally, or in part, existing data bases. Analysis of this information should provide a detailed program participant profile. Districtwide profiles should be designed to identify grade, building, program and project areas of need.

Other Basic Skills Assessment Considerations

Limited English Proficient Students

An LEA may not use Chapter 1 funds to provide special educational services that the LEA is required to provide to children of limited English proficiency under federal or state law, including provision of services required by Lau v. Nichols. The level of services necessary to meet federal, state, or Lau requirements must be provided fron non-Chapter 1 sources. An LEA may use Chapter 1 funds to provide services to children of limited English proficiency--without violating the supplement, not supplant requirement--if the Chapter 1 services have all of the following characteristics:

- The LEA designs its Chapter 1 project to address special needs resulting from educational deprivation, not needs relating solely to a child's limited English proficiency;

- The LEA sets overall project objectives that do not distinguish between participants of limited English proficiency and other participants;

- Through the use of uniform criteria, the LEA selects children for participation on the basis of educational deprivation, not on the basis of limited English proficiency; and

- The LEA provides Chapter 1 services taking into account the needs and abilities of individual participants but without distinguishing generally between children of limited English proficiency and other children with respect to the instruction provided. The LEAs may use Chapter 1 funds to provide staff who are bilingual and secure appropriate materials, when such staff and materials are necessary to address the educational deprivation of children to be served.

Kindergarten Students

Kindergarten students must be assessed annually in the appropriate basic skills areas, using any valid and reliable means deemed appropriate by the LEA. The assessment procedures should sample the child's cognitive development, language facility, perceptual-motor development, personal/social development, and health and physical development. The kindergarten assessment data should be submitted to the county office by October 15, 1988.

Prekindergarten Students

Pre-kindergarten programs may be implemented using Chapter 1 resources. These students must be assessed in the appropriate basic skills areas using any valid and reliable means deemed appropriate by

the LEA (see Kindergarten Students). SCE funds may not be used to fund prekindergarten programs. The prekindergarten assessment data should be submitted to the county office by October 15, 1988.

Non-public School Students

Under state law (N.J.S.A. 18A:46A-4) non-public school students must meet the same criteria for participation in a compensatory education program as public school students. These criteria are mandated to include minimum levels of proficiency (MLPs) that have been established by the State Department of Education for a large number of standardized tests administered in the spring (N.J.A.C. 6:39-1.1) prior to the year of program participation. Students are eligible to receive instruction in each area (reading, writing and/or mathematics) in which they perform below the MLP. Non-public school children must be assessed in the spring.

Handicapped Students

Handicapped students should be assessed in basic skills, and documentation of the process should be on file in the LEA.

Examples of Permissible Services for Handicapped Children

An LEA may not use Chapter 1 funds to provide special educational services that the LEA is required to provide to handicapped children under federal or state law. Therefore, services which must be provided to children due to their handicap (e.g., those required by The Education for the Handicapped Act, Part B) may not be paid for with Chapter 1 funds. An LEA, however, may use Chapter 1 funds to provide services to handicapped children -- without violating the supplement, not supplant requirement -- if the Chapter 1 services have all of the following characteristics:

(A) Children are selected for participation through the use of uniform criteria on the basis of educational deprivation, not on the basis of handicap; and

(B) Handicapped children are selected to participate who can reasonably be expected to make substantial progress toward accomplishing project objectives without substantial modification of the educational level of the subject matter; and

(C) Chapter 1 services are provided appropriate to the needs and abilities of individual participants, but without distinguishing generally between handicapped and non-handicapped participants with respect to the instruction provided.

SECTION IV—PROGRAM NEEDS ASSESSMENT (SINGLE ATTENDANCE AREA)

County: _____ ☐☐ District: _____ ☐☐☐☐

PROJECT AREA (Check One)

_____ COMMUNICATION
_____ Reading _____ Writing
_____ COMPUTATION

_____ COMMUNICATION FOR LEP
_____ Reading _____ Writing
_____ Supplemental ESL
_____ COMPUTATION FOR LEP

_____ HANDICAPPED COMMUNICATION
_____ Reading _____ Writing
_____ HANDICAPPED COMPUTATION

_____ N/D COMMUNICATION
_____ Reading _____ Writing
_____ N/D COMPUTATION

GRADE LEVEL	Column 1 Total Number of Students Assessed		Column 2 Total Number of Ch. 1 Eligible Students Assessed		Column 3	Column 4 ASSESSMENT (Public and Non-public)		Column 5 Total No. Students Below District Standard/Norm		Column 6 Total No. Students Below State Standards		Column 7 Total No. Students in Need of Services		Column 8 Total No. Ch. 1 Eligible Students in Need of Serv.		Column 9 Total No. Students Served	
	Public	Non-public	Public	Non-public	District Standard or Norm	Dates	Methods—Instruments—Codes	Public	Non-public	Public	Non-public	Public	Non-public	Public	Non-public	Public	Non-public
Pre-K																	
K																	
1																	
2																	
3																	
4																	
5																	
6																	
7																	
8																	
9																	
10																	
11																	
12																	
Total																	

SECTION IV—PROGRAM NEEDS ASSESSMENT (MULTIPLE ATTENDANCE AREA)

County: _____ ☐☐ District: _____ ☐☐☐☐

PROJECT AREA (Check One)

_____ COMMUNICATION
_____ Reading _____ Writing
_____ COMPUTATION

_____ COMMUNICATION FOR LEP
_____ Reading _____ Writing
_____ Supplemental ESL
_____ COMPUTATION FOR LEP

_____ HANDICAPPED COMMUNICATION
_____ Reading _____ Writing
_____ HANDICAPPED COMPUTATION

_____ N/D COMMUNICATION
_____ Reading _____ Writing
_____ N/D COMPUTATION

GRADE LEVEL	Column 1 Total Number of Students Assessed		Column 2 Total Number of Ch. 1 Eligible Students Assessed		Column 3	Column 4 ASSESSMENT (Public and Non-public)		Column 5 Total No. Students Below District Standard/Norm		Column 6 Total No. Students Below State Standards		Column 7 Total No. Students in Need of Services		Column 8 Total No. Ch. 1 Eligible Students in Need of Serv.		Column 9 Total No. Students Served	
	Public	Non-public	Public	Non-public	District Standard or Norm	Dates	Methods—Instruments—Codes	Public	Non-public	Public	Non-public	Public	Non-public	Public	Non-public	Public	Non-public
Pre-K																	
K																	
1																	
2																	
3																	
4																	
5																	
6																	
7																	
8																	
9																	
10																	
11																	
12																	
Total																	

Instructions: Section IV - Program Needs Assessment - Compensatory Education

Enter the county and district names and codes.

Project Area — Check the project area for the needs assessment profile reported on this page. Duplication of this page will be necessary for reporting other project areas.

Column 1: (Total # Students Assessed) — For grades Pre-K through 12, public and non-public, enter the total number of students assessed by the process described. This number should include only the students assessed and not the total number of students enrolled. This number should include Chapter 1 eligible N or D students where applicable.

Handicapped and limited English proficient students should not be included in the communications (reading and writing) and computation assessment profile. The assessment page(s) should be duplicated and their assessment data should be reported separately on the duplicated pages.

NOTE: Enter the number of students in the grade level that students will enter in the fall, e.g., grade 3 is reported on the line for grade 4.

NOTE: If Pre-K and K entries are estimated numbers of students, the LEA must revise the needs assessment pages and submit the revised pages to the county office by October 15, 1988.

Column 2: (Total # Ch. 1 Elig. Assessed) — For grades Pre-K through 12, public and non-public, enter the total number of Chapter 1 eligible students who were assessed. The number recorded should be a subset of the number reported in Column 1.

NOTE: LEAs submitting single attendance area applications should not complete this column.

Column 3: (District Standard or Norm — For grades Pre-K through 12, enter the district standard or norm. The standard or norm should be either a composite measure or a test score. If the standard or norm is different for the non-public school, please specify.

NOTE: The LEA must use the HSPT MLPs at the appropriate grade levels.

Column 4: (Dates, methods, Instruments, Codes)

For each grade level, public and non-public, enter the month and year the assessment process was implemented. Dates recorded in this column should reflect spring implementation.

For each grade level, public and non-public, enter the test instruments or methods used to assess students. Use the code sheets in the addendice for recording the code of the test instrument(s). If the assessment process for the non-public school is different, please specify.

NOTE: Where composite measures are employed, supplementary information on the elements of the composite must be attached to this page.

NOTE: For Pre-K and K, enter the method of assessment to be used and the estimated date of assessment.

Column 5: (Total # Students Below Stand/ Norm)

For grades Pre-K through 12, public and non-public, enter the total number of students who were determined to be below the district standard or norm. This number should include Chapter 1 eligible N or D students where applicable.

Column 6: (Total # Students Below State Standards)

For grades K-12, public and non-public, enter the total number of students for each grade who were determined to be below state standards (MLPs).

NOTE: The numbers entered in Column 6, public and non-public, are a subset of the numbers entered in Column 5 and should be the same or less than Column 5 entries.

Column 7: (Total # Students in Need Service)

For grades Pre-K through 12, public and non-public, enter the total number of students who were determined in need by the process described in Section V of the application. These numbers should not be greater than the numbers reported in Column 5.

NOTE: Students in need should be only those pupils identified below the district standard or norm that have been determined through multiple measures as being in need of direct compensatory instructional services.

Column 8: (Total # Ch. 1 Elig. Students in Need Service)

For grades Pre-K through 12, public and non-public, enter the total number of Chapter 1 eligible students who were determined in need of direct compensatory instructional services. These numbers should not be greater than the numbers recorded in Column 7 and should include N or D students where applicable.

NOTE: LEAs submitting single attendance area applications should not complete this column.

Column 9: (Total # Students Selected)

For grades Pre-K through 12, public and non-public, enter the number of students selected as project participants.

NOTE: For Pre-K and K, enter the estimated numbers of project participants. LEAs providing Pre-K and K BSI programs should submit revised BSI application needs assessment pages indicating the actual number of students selected to the county office by October 15, 1988.

Totals:

Enter totals for all columns, public and non-public, (Columns 1, 2, 5, 6, 7, 8 and 9).

SECTION IV: PROGRAM NEEDS ASSESSMENT

Supplemental ESL and Basic Skills Programs
For Limited English Proficient Students

Discussion

Supplemental ESL and basic skills services for students of limited English proficiency (LEP) are additional or remedial services for students enrolled in bilingual and ESL programs. They are designed to improve students' skills in communication (reading, writing and ESL) and computation. These services must be provided to LEP students with identified needs and can be funded through the following sources:

Service	Funding
Basic Skills (reading, writing and math)	SCE, Chapter 1 and/or local funds
Supplemental ESL	Chapter 1, Bilingual Categorical Aid and/or local funds

LEAs can provide supplemental ESL services over and above local developmental ESL services by employing additional Chapter 1 staff. LEP students who score below the MLPs in reading, writing and math and whose multiple measures indicate remedial needs must receive services funded in whole or in part by state compensatory education funds.

The assessment of LEP students' skills, although different in method and reported separately, is still part of the district's total assessment program. Basic assessment guidelines shall be followed when assessing LEP students' needs. This section is intended to clarify those special considerations for LEP students that must be accounted for in developing a total district assessment program.

Local education agencies with bilingual and ESL programs must assess the skills of LEP students in: communication (reading, writing and ESL) and computation. The assessment process is used to determine whether or not students are deficient in communication (reading, writing and ESL) and/or computation and whether any students need supplemental services in these areas. Students must be assessed upon enrollment and each spring. Assessing basic skills is a separate process from identifying students as limited English proficient. Identification also takes place at the time of enrollment.

Assessment is the measure of actual skill proficiencies as compared with a level or standard of expected performance. The standard in communication (reading and writing) and computation for LEP students should be the same as for other students enrolled in the district and consistent with the MLPs.

The method of assessment, however, may be different because the students are limited English proficient. Assessment in the native language may provide a more reliable profile of the students' communication (reading and writing) and computation skills. To determine students needing basic skills services, multiple measures must be used. If the assessment of basic skills is carried out in English, the multiple measures must include information that will distinguish reading and writing and computational skills deficiencies from problems arising from a lack of English language comprehension or vocabulary development.

When assessing ESL skills to determine the need for supplemental ESL, language proficiency tests must be used. Multiple measures must also be used and could include a weighted factor for years in the program, ESL grades and ESL subtest information to determine the need for supplemental services.

Section Summary

- Although reported separately, the assessment process for LEP students is part of the total district assessment program. Therefore, general assessment guidelines shall be adhered to when assessing the needs of these students.

- Students must be identified as LEP at the time they enroll in the schools of the district.

- Assessment is a separate process from that of identifying students as limited English proficient.

- Students enrolled in bilingual and ESL programs shall be assessed annually in communication (reading, writing and ESL) and computation.

- Assessment in the areas of communication (reading, writing and ESL) and computation is to determine the students' need for basic skills and supplemental services in these areas.

- Assessment of LEP students' communication (reading and writing) and computation skills should be conducted in the language in which they receive most of their basic instruction.

- ESL tests must be used as the primary instrument for ESL skills assessment. They may <u>not</u> be used as the primary instrument to assess basic communication (reading and writing) or computation skills.

- Standards of performance in communication (reading and writing) and computation should be the same as or comparable to that for other students enrolled in the district. The method of assessment may be different.

- Multiple measures used to determine need must distinguish between skill deficiencies and lack of English language experience.

- Multiple measures used to determine the need for supplemental ESL services should include the number of years of enrollment in the program, ESL grades or level and ESL subtest information.

- LEP students needing remedial instruction in reading, writing and math must receive services funded in whole or in part by State Compensatory Education funds.

- LEP students needing supplemental ESL instruction must receive services funded either by local and state bilingual aid only, or Chapter 1 only. State compensatory education funds cannot be used to provide supplemental ESL services.

Minimum Components of Assessment of LEP Students' Skills

1. **Procedures for identifying limited English proficient students**

   At the time of enrollment, all students of limited English proficiency shall be identified in accordance with state guidelines (see Guidelines for Bilingual and ESL Programs, 1988-89, for specific information on these procedures). Once identified as LEP, children must be provided with appropriate bilingual or ESL services until they meet the exit criterion. Those students who meet the exit criterion at the time of assessment shall not be reported as LEP or on the LEP assessment pages. These students would appear on the assessment pages for mainstream students.

2. **Procedures and instruments to be used to assess the needs of LEP students**

   The assessment process of the district should be designed to identify LEP students who need basic skills services in communication (reading, writing and ESL) or computation. To be valid, however, the process must account for the fact that the children are limited English proficient. Test information in English alone may not be sufficient to determine basic skills needs. The following should be considered when determining whether to test a bilingual program student in the native language or English:

   - the dominant language of the student;
   - the language most often used for instruction of the student by the bilingual teacher; and
   - whether the student has made a full transition from the native language to English.

3. **Procedures for establishing a district standard or norm**

   The procedures used to establish the district standard or norm for educational deprivation in basic skills should be the same for LEP students as for other students enrolled in the district. The

assessment procedures for establishing the standard or norm detailed previously for compensatory students should be followed when setting standards for LEP students in reading, writing and math.

The district shall also establish a standard or norm for ESL. This standard should determine those students in ESL who are in need of additional or supplemental ESL service beyond the daily instruction required. Language proficiency test standards that identify students as limited English proficient may not be appropriate as the ESL standard for determining supplemental service. A lower standard on the language proficiency test coupled with multiple measures that include years of enrollment in the program and ESL grades or level would better define those needing additional ESL service.

4. **Minimum levels of proficiency in communication and computation**

LEP students' communication (reading, writing and ESL) and computation skills shall be assessed annually, although their test results are not reported with those of other students. When possible, districts should use standardized achievement tests. Criterion-referenced tests which assess the same skills may also be used if standardized tests are not available. In determining minimum levels of proficiency in reading, writing and math for LEP students in grades 3-8, standardized tests (norm-referenced) must be used. At grade 9, the HSPT results must be used.

5. **Process for determining students in need of services**

Multiple measures shall be used in determining whether or not LEP students need supplemental communication (reading, writing and ESL) and computation services. Such measures may be used as part of the district standard or norm, or they can be used to determine which students below the district standard or norm need services.

The assessment method designed by the district must take into account the fact that LEP students have had limited experience in English. Multiple measures will help district staff determine if standardized scores reflect deficiencies in reading, writing and math or limited experiences in English language development. For these reasons, the selection, use and application of multiple measures is critical in the design of the assessment program for LEP students.

Basic Skills Assessment in the Native Language

If LEP students' reading, writing and computation skills are assessed in their native language, the assessment method, including the use of multiple measures, should be the same as that for the general basic skills assessment program, except that the tests and books used may be in the native language rather than English. If the native language test selected does not include a writing section, then another writing test in the native language or English must be used. Multiple measures may include the following:

- report card grades;
- book level;
- writing samples;
- folders of written work from all content areas;
- percent of skill mastery; and
- level of skill mastery.

Basic Skills Assessment in English

If LEP students' reading, writing and computation skills are assessed with English standardized tests, the multiple measures used must distinguish basic skills deficiencies from limited experience in English. The following factors or indicators may be used to help determine the need for supplemental communication (reading/writing) or computation services:

- information regarding skills attainment in the native language;
- a consideration for years in the program or country;
- English language proficiency information from reading and writing subtests or from samples of the student's writing;
- level of ESL;
- reading and mathematics subtest performance; and
- teacher rating scale.

Assessment in ESL

When assessing English language proficiency, multiple measures must be used. These must include ESL test information and may also include such measures as the following:

- level of ESL, (e.g., beginning, intermediate, advanced);
- ESL report card grades;
- years in a program;
- subtest performance; and
- percent and level of skill mastery.

Some of these factors can be considered jointly by developing an assessment design with a composite standard using a weighted factor.

For example, by designating a differentiated weighted factor in accordance with years in a program, students in intermediate level ESL who have been in the program for three years could be considered in need of supplemental ESL services, whereas a second-year student in intermediate ESL may not be considered in need of additional ESL services.

6. **Procedures for determining the special educational needs of students (cognitive, affective, social/health, psychomotor)**

The process to determine affective needs of LEP students should account for cultural differences. Cultural differences will also influence cognitive learning styles and should be taken into consideration in the needs assessment process.

SECTION IV—PROGRAM NEEDS ASSESSMENT (SINGLE ATTENDANCE AREA)

County: _____ ☐☐ District: _____ ☐☐.☐☐

PROJECT AREA (Check One)

_____COMMUNICATION
_____ Reading _____ Writing
_____COMPUTATION

_____ COMMUNICATION FOR LEP
_____ Reading _____ Writing
_____ Supplemental ESL
_____ COMPUTATION FOR LEP

_____ HANDICAPPED COMMUNICATION
_____ Reading _____ Writing
_____ HANDICAPPED COMPUTATION

_____ N/D COMMUNICATION
_____ Reading _____ Writing
_____ N/D COMPUTATION

GRADE LEVEL	Column 1 Total Number of Students Assessed		Column 2 Total Number of Ch. 1 Eligible Students Assessed		Column 3 District Standard or Norm	Column 4 ASSESSMENT (Public and Non-public)		Column 5 Total No. Students Below District Standard/Norm		Column 6 Total No. Students Below State Standards		Column 7 Total No. Students in Need of Services		Column 8 Total No. Ch. 1 Eligible Students in Need of Serv.		Column 9 Total No. Students Served	
	Public	Non-public	Public	Non-public		Dates	Methods—Instruments—Codes	Public	Non-public	Public	Non-public	Public	Non-public	Public	Non-public	Public	Non-public
Pre-K																	
K																	
1																	
2																	
3																	
4																	
5																	
6																	
7																	
8																	
9																	
10																	
11																	
12																	
Total																	

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SECTION IV—PROGRAM NEEDS ASSESSMENT (MULTIPLE ATTENDANCE AREA)

County: _____ ☐☐ District: _____ ☐☐☐☐

PROJECT AREA (Check One)

_____ COMMUNICATION
_____ Reading _____ Writing
_____ COMPUTATION

_____ COMMUNICATION FOR LEP
_____ Reading _____ Writing
_____ Supplemental ESL
_____ COMPUTATION FOR LEP

_____ HANDICAPPED COMMUNICATION
_____ Reading _____ Writing
_____ HANDICAPPED COMPUTATION

_____ N/D COMMUNICATION
_____ Reading _____ Writing
_____ N/D COMPUTATION

GRADE LEVEL	Column 1 Total Number of Students Assessed		Column 2 Total Number of Ch. 1 Eligible Students Assessed		Column 3 District Standard or Norm	Column 4 ASSESSMENT (Public and Non-public)		Column 5 Total No. Students Below District Standard/Norm		Column 6 Total No. Students Below State Standards		Column 7 Total No. Students in Need of Services		Column 8 Total No. Ch. 1 Eligible Students in Need of Serv.		Column 9 Total No. Students Served	
	Public	Non-public	Public	Non-public		Dates	Methods—Instruments—Codes	Public	Non-public	Public	Non-public	Public	Non-public	Public	Non-public	Public	Non-public
Pre-K																	
K																	
1																	
2																	
3																	
4																	
5																	
6																	
7																	
8																	
9																	
10																	
11																	
12																	
Total																	

INSTRUCTIONS: SECTION IV - PROGRAM NEEDS ASSESSMENT

Supplemental ESL and Basic Skills Programs for Limited English Proficient Students

Enter the county and district names and codes.

Project Area — Check the project area for the needs assessment profile reported on this page. Duplication of this page will be necessary for reporting each area of assessment: reading, writing, ESL and computation. English language assessment in the reading, writing and computation areas should also be reported separately from native language assessment, if native language instruments are used.

Column 1: (Total # Students Assessed) — For grades Pre-K through 12, public and non-public, enter the total number of LEP students assessed by the process described in Column 4. This number should include Chapter 1 eligible N or D students, where appropriate. For Pre-K and K, enter the estimated number of students to be assessed. Enter the number of students in the grade level that students will enter in the fall; e.g., grade 3 is reported on the line for grade 4.

NOTE: Students who were LEP, but who met the exit criteria when the spring assessment was conducted, are not to be reported in this column. They are to be reported on the assessment pages for mainstream students.

NOTE: If Pre-K and K entries are estimated numbers of LEP students, the LEA must revise the needs assessment pages and submit the revised pages to the county office by October 15, 1988.

Column 2: (Total #Ch. 1 Eligible — For grades Pre-K through 12, public and non-public, enter the total number of Chapter 1 eligible students assessed. The number recorded should be a subset of the number reported in Column 1.

NOTE: LEAs submitting single attendance area applications should not complete this column.

Column 3: (District Standard/ Norm) — For grades Pre-K through 12, public and non-public, enter the district standard or norm. The standard or norm should be either a composite measure or test score. If the standard or norm is different for the non-public school, please specify.

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NOTE: The LEA must use the HSPT MLPs at the appropriate grade levels. The standard or norm in communication (reading/writing) and computation for LEP students must be comparable with the standard or norm set for the general student population.

Column 4: (Dates, Methods, Instruments, Codes)

For each grade level, public and non-public, enter the month and year the assessment process was implemented. Dates recorded in this column should reflect spring implementation. If the assessment process for the non-public school is different, please specify.

For each grade, public and non-public, enter the test instrument(s) or measures used to assess students. Use the code sheets in the appendices for recording the code for test instruments.

NOTE: Where composite measures are employed, supplementary information on the elements of the composite must be attached to this page.

NOTE: For Pre-K and K, enter the method of assessment to be used and the estimated date of assessment.

Column 5: (Total # Students Below Stand/ Norm

For grades Pre-K through 12, public and non-public, enter the total number of LEP students who were determined to be below the district standard or norm. This number should include Chapter 1 eligible N or D students where applicable.

Column 6: (Total # Students Below State Standards)

For grades K-12, public and non-public, enter the total number of LEP students for each grade who were determined to be below state standards (MLP).

NOTE: The numbers entered in Column 6, public and non-public, are a subset of the numbers entered in Column 5 and should be the same or less than Column 5 entries.

Column 7: (Total # Students in Need of Service)

For grades Pre-K through 12, public and non-public, enter the total number of LEP students who were determined in need by the process described at the bottom of this page. This number should not be greater than the number reported in Column 5.

NOTE: Students in need should be only those students identified below the district standard or norm that have been determined through multiple measures as being in need of direct compensatory instructional services.

Column 8: (Total # Ch. 1 Elig. Students in Need of Services)

For grades Pre-K through 12, public and non-public, enter the total number of Chapter 1 eligible students who were determined in need of direct compensatory instructional services. This number should not be greater than the number recorded in Column 7 and should include N or D students where applicable.

NOTE: LEAs submitting single attendance area applications should not complete this column.

Column 9: (Total # Students Served)

For grades Pre-K through 12, public and non-public, enter the total number of LEP students that will receive supplemental services. Every student who is identified in need of service in Column 7 must be reported here.

NOTE: This number should reflect those students who will receive supplemental or remedial services, not those children who are enrolled in the district's developmental bilingual or ESL program.

NOTE: For Pre-K and K, enter the estimated number of participants. LEAs providing Pre-K and K BSI programs should submit revised BSI application needs assessment pages indicating the correct number of students served to the county office by October 15, 1988.

Totals:

Enter totals for all columns, public and non-public (Columns 1, 2, 5, 6, 7, 8 and 9).

SECTION V - PROCESS TO DETERMINE STUDENTS IN NEED

Discussion

This section describes the process that should be followed in determining the special educational needs of participating children. That is, once the students have been selected to participate in one or more project areas, they must be further assessed to determine their special needs in the project area(s) for which they have been selected.

Basic Skills Improvement Program administrators and project personnel should be aware of the special need of the selected project participants for several important reasons. It will enable:

- Project personnel to design projects that will provide the greatest opportunity for the individual needs of the project participants to be met by focusing project objectives on the special needs that have been identified;
- Project administrators to select project personnel who will best meet the instructional and supportive needs of the program; and
- Project personnel to plan instructional activities and select appropriate instructional materials that will help to achieve project objectives.

Section Summary

- The cognitive domain includes factors which deal with the development of intellectual abilities. This domain is assessed through standardized tests and other measures of academic achievement.
- The affective domain describes attitudes, interests and values.
- The psychomotor domain pertains to learning readiness and includes behavior and abilities relating to neurophysical development.
- Social factors profoundly influence the student's ability to relate to the social environment of the school. In addition, the student's health, if poor can prove detrimental to the learning process.
- Data should be collected for each child selected for participation in each project area for all domains.
- The areas of priority need should be determined on a collective student basis by computing the frequency of need.

Descriptions of Domains

To determine the special needs of students selected to participate in BSI projects, districts should collect data in at least the following domains: cognitive, affective, psychomotor, health and social welfare. It should be remembered hat the needs which pertain to these domains do not exist in isolation, but interact with and influence one another.

Assessment of the cognitive domain usually provides the most extensive data, including basic skills test results, school work and academic grades.

What follows is a brief general description of the factors that are related to the affective, psychomotor and social/health areas. The affective, psychomotor and social/health factors are provided in a general explanatory approach is utilized because many of the factors in the affective, psychomotor and social/health areas may be universal and could apply to more than one project area.

Affective Domain

The affective domain includes factors which describe changes of interest, attitudes, and values, and the development of appreciations and adequate adjustment. It is often difficult to specifically describe the behaviors appropriate to this domain since the internal or covert feelings and emotions cannot often be specifically pinpointed.

Following is a general listing of several affective factors or behaviors that are immediately recognizable or that can be measured through proper instrumentation:

- Hostility
- Inattentiveness
- Low self-esteem
- Lack of confidence
- Inability to relate to others
- Inability to relate to group
- Inability to relate to teacher
- Defiance
- Impatience

Psychomotor Domain

The factors involved in the psychomotor domain (also referred to as perceptual motor development) generally include those mental, physical and emotional skills, abilities or behaviors that dictate how ready an individual is to learn. Learning to read depends, among other things, on the degree to which a child is able to: maintain certain postural adjustments; visualize letter symbols; discriminate among various shapes; interact with other people; relate sounds to their appropriate symbols; and view the product of reading as desirable. If a child has impairment

in one or more of the psychomotor factors, he will have difficulty executing certain activities that require the receipt of sensation, the internal processing of information, or the movements necessary for the achievement of a goal.

Following is a brief listing of factors that are categorized in the psychomotor domain.

- Motor coordination
- Balance
- Postural adjustment and flexibility
- Body control
- Body image
- Laterality
- Directionality
- Rhythm
- Auditory motor association
- Eye-foot coordination
- Ocular control
- Muscular fitness
- Form perception
- Figure - ground relationships

Social/Health Factors

In addition to the factors of the cognitive, affective and psychomotor domains, the social/health aspects of a child's makeup profoundly influence his or her ability to enjoy and profit from his or her school experiences. Without early detection and remediation, problems in these areas can lead to serious difficulties which will reduce the child's overall ability to learn and to relate effectively with others. The teacher who is sensitive to the child's feelings about himself and others is better equipped to create an effective learning environment, to aid him in relating effectively with other children, and to play a vital role in obtaining additional professional help.

Following is a listing of some of the factors involved in the Social/Health areas:

Social

- Absenteeism
- Dishonesty
- Lack of motivation
- Withdrawal
- Fatigue
- Over-identification with adults
- Over-identification with group
- Disrespect for authority
- Disrespect for property
- Cruelty

- Social relations
- School relations
- Personal worth
- Home adjustments
- Peer relations

Health

- Nervous symptoms
- Visual defects
- Auditory defects
- Dental defects
- General illnesses

Methods of Implementing the Process for the Determination of Special Needs

To determine the special educational needs of project participants, the following process should be implemented:

Step I - Develop a list by school of the students selected for participation. In addition, the list should indicate each project area(s) and grade level for each project participant. This list should be developed at the central level by the individual responsible for the administration of the BSI program.

Step II - Develop a system or method for the collection and reporting of data or information in the areas associated with the cognitive, affective, psychomotor and social/health/welfare areas. Since the data or information in these areas will probably be available at or generated from the school that each child attends, the system or method for the collection of the data should include the assistance and cooperation of personnel in these schools.

Step III - Collect data in the cognitive area for each child selected for participation in each project area. If a child has been selected to participate in more than one project area, it is necessary to collect data for each project area in which the child will participate. The collection of data may not necessitate the administration of tests or instruments specifically for this area. Many of the tests and instruments that may have been utilized to select students for participation in the various project areas provides indications as to the cause of the child's overall deficiency in the respective project areas. If these indications are considered appropriate, then they may be utilized for the determination of specific cognitive needs. If, however, the methods for selection do not provide such indicators or the indicators provided are considered inappropriate, the process for data collection should include the administration of additional tests or instruments that will yield the necessary information. Cognitive data for children selected for participation in the LEP project area should be collected and recorded in both the communication and computational skills

project areas. These data will be necessary to assist the district in the determination as to the type of LEP project that should be implemented on the special needs of students selected for participation. These special needs may evolve from limitations in the child's ability to function successfully in English and/or they may evolve from limitations in the child's native language. Therefore, cognitive data should be collected that will adequately reflect the special needs of the LEP project participants in English and/or their native language. The collection of these data may necessitate the administration of additional instruments that will yield the information needed.

Step IV - Collect data in the affective, psychomotor and social/health/welfare areas for each child selected for project participation. The data collected should relate to these areas and should be tabulated in regard to each project area. As in the collection of cognitive data, it may not be necessary to administer separate tests or instruments in these areas. Appropriate information for each child in the various areas may be available and all that is required is to collect it in a systematic fashion. If, however, it is determined that appropriate information does not exist, the process for data collection should include the administration of tests or instruments that will yield the necessary information.

Step V - Analyze the cognitive data collected for each child selected for participation in the various project areas to determine each child's specific cognitive needs or deficiencies. If the child has been selected for participation in the BSI program based upon his educational deprivation in reading, the data should be analyzed to diagnose the specific reasons or deficiencies in the cognitive areas that contribute to the overall deficiency in reading. If the same child has also been selected to participate in the computational skills project area, the specific cognitive needs of the child that contribute to his deficiency in computational skills should also be determined. If the child has been selected to participate in a project for LEP students his/her cognitive needs should be determined in both communication and computational skills depending upon the nature of the LEP project being implemented.

Step VI - Analyze the affective, psychomotor and social/health/welfare data collected for each child selected to participate in all project areas to determine the extent to which needs or deficiencies in these areas affect the child's overall ability to function satisfactorily in the areas of communication, computational skills, and/or English proficiency.

Step VII - Prioritize the areas of cognitive need for each project area on a collective student basis by computing the frequency of each need that occurs for all children that have been assessed. Thus, if analysis of the cognitive data collected for children with deficiencies in reading reveals that a majority of children have deficiencies in reading because of their inability to infer the main idea of, then it would be determined that inferring the main idea of a passage would be an area of greatest

cognitive need or deficiency in the project area of reading. The determination of priority needs does not preclude the fact that some children will have cognitive needs that have not been included among those prioritized for the participating group at large. Therefore, the specific cognitive needs of these children must also be attended to in the design and implementation of project activities.

Step VIII - Determine the areas of greatest affective, psychomotor and social/health/welfare needs or deficiency that contribute to the child's inability to function successfully in the areas of communication and/or computational skills computing the frequency of each need that exists for all children that have been assessed. The determination of needs in these areas should be related whenever possible to the cognitive needs determined in Step VII.

SECTION V: PROCESS TO DETERMINE STUDENTS IN NEED

County: ____ ☐☐ District: ____ ☐☐☐☐

Project Area (check one)

- ☐ **Prekindergarten**
- ☐ **Kindergarten**
- ☐ **Communication**
  ____ **Reading** ____ **Writing**
- ☐ **Computation**
- ☐ **Communication for LEP**
  ____ **Reading** ____ **Writing**
  ____ **Supplemental ESL**
- ☐ **Computation for LEP**
- ☐ **Handicapped Communication**
  ____ **Reading** ____ **Writing**
- ☐ **Handicapped Computation**
- ☐ **Neglected or Delinquent Communication**
  ____ **Reading** ____ **Writing**
- ☐ **Neglected or Delinquent Computation**

NOTE: Provide a separate description for each project area checked:

A. Describe the process to determine the number of students in need of services (Section IV Column 7).

B. Describe the assessment procedures and process for identifying the non-cognitive needs of students (affective/psychomotor/social/health).

INSTRUCTIONS: SECTION V - PROCESS TO DETERMINE STUDENTS IN NEED

Enter the county and district names and codes.

Project Area — Check the project area for the needs assessment process and procedures profile reported on this page. Duplication of this page will be necessary for reporting other project areas.

Item A: (Process to Determine Need) — Explain in detail for grades Pre-K through 12, public and non-public, the instruments and procedures used to determine students who are below the district standard or norm and who are in need of direct instructional compensatory services (Column 7).

If a composite measure is used as the district standard or norm, the elements and weighting procedures used to develop the composite should be attached to this page. A clear indication of procedures must be provided.

If a test score is used as the district standard or norm, the type of score entered in Column 3 should be indicated. Specifically the district should use:

- Percent correct in the grade where the state test was administered.
- Percentiles or normal curve equivalents (NCEs) in those grades where a standardized achievement test was used.
- Other forms of score data in grades 3 through 12 are only permitted after consultation with the SEA.

If instruments or procedures vary by grade level, a clear explanation of the process used is necessary. Supplementary information should be attached.

Item B: (Process and Procedures-Non-Cognitive Needs) — Describe the assessment process and procedures (include forms and questionnaires) used for identifying the non-cognitive needs of basic skills students (affective/psychomotor/social/health.

NOTE: Include in the assessment process and procedures for item B a description for each of the four elements:

1. The person(s) responsible for doing the assessment and/or reviews of identified needs.

2. The type of instrument used to assess the non-cognitive needs.

3. The non-cognitive areas to be assessed.

4. The time frame for completing the assessment.

SECTION VI - PROGRAM DESCRIPTION

Discussion

Planning the design for a consolidated basic skills improvement program funded by local, state and federal funds depends upon factors common to both federal and state requirements. These factors include comprehensive needs assessment, parent-teacher consultation, program design, evaluation and fiscal considerations. Program planners must also keep in mind federal requirements related to eligible attendance area determination and non-public school involvement which may influence all other areas. Concepts and practices inherent in attendance area selection, local and state maintenance of effort on an aggregate or per pupil basis, and "supplement" versus "supplant" provisions must also be considered when planning for a consolidated basic skills improvement program using a combination of available program funding sources.

Section Summary

- BSI projects in communication (reading and writing) and computation shall be developed for all students in grades K through 12 who have not met state proficiency levels.
- An LEA may provide separate projects or integrated communications projects which address both reading and writing skills.
- Funding designs may include split, stratified, shared or separate funding. The LEA may also consider using a combination of funding designs.
- BSI program services should be direct instructional services and supplemental to the regular or developmental school program.
- LEAs may meet their supplemental and direct service program requirements in a variety of instructional settings that include: in-class, out-of-class, integrated (replacement) and add-on.
- All BSI staff must meet appropriate certification requirements.
- Chapter 1 staff may devote up to 10 percent of their time for non-instructional duties in public schools.
- Support and paraprofessional personnel may be employed as BSI staff.
- The LEA is required to develop and implement Individual Student Improvement Plans (ISIPs) for every pupil who has completed three or more academic years of instruction beyond kindergarten, and who falls below the state minimum levels of proficiency (MLPs).

- The testing of new entrants is an LEA responsibility.
- The development of an ISIP is a cooperative effort between the regular classroom teacher and the BSI teacher.
- Children who are handicapped may participate in BSI programs.
- **All students, including LEP students, below the state standards in reading, writing and computation and determined to be in need, shall receive services provided by state compensatory education funds.** In addition, these students may also receive program services funded by Chapter 1 and/or local remedial funds.
- SCE funds may not be used to provide BSI services to students above the state MLPs.
- Special designated populations (Handicapped and N or D) may receive supplemental BSI Chapter 1 and/or SCE funding. However, they may not be recorded on the "Application for State School Aid" (ASSA) report more than once.
- Preschool projects may be supported by Chapter 1 funds. Preschool projects may not be supported by state compensatory education (SCE) funds.
- **The replacement formula outlining the pay-back figure of local funds must be submitted with the FY'89 application.**

Size, Scope and Quality

The design of the basic skills improvement program should reflect sufficient size, scope, and quality to show promise of substantial progress toward meeting the needs of participating students. The student needs assessment conducted by the LEA (grades K-11) should serve as the basis for providing educational services that are directly related to the educational needs of the program participants. Decisions about the frequency and intensity of direct instructional services to be provided to all participating students should be made in accordance with determined need.

Since services to students attending non-public schools are authorized under N.J.S.A. 18A:46-1 et seq. (c. 192, L. 1977), the local district should coordinate program activities provided by Chapter 192 and Chapter 1.

In Aguilar v. Felton the Supreme Court held that Chapter 1 instructional services may not be provided on the premises of religiously-affiliated private schools. Instructional services for these children must be provided at sites that are neither "physically nor educationally

identified with the functions of the private school." (Wolman v. Walter, 433 US 229, 246-47 (1977).

The supplement, not supplant provision of ECIA Chapter 1 is met when projects funded with Chapter 1 funds are used to supplement the non-public developmental program or when Chapter 1 funds are used to supplement the state PL 192 programs.

Funding Designs

Local educational agencies have the option of providing compensatory services by using one of four major funding designs designated as split, stratified, shared, and separate funding. The amount of SCE and/or Chapter 1 funding applied to the salaries of split, stratified, shared or separately funded instructional staff members depends on:

- The number of students assigned that are below the MLPs, and
- The number of students assigned that are above the MLPs.

The proration of funds that are debited by the district from SCE and/or Chapter 1 budget accounts must be in direct proportion to the percent of students identified as SCE or Chapter 1 in the basic skills classes. Separate monthly accounts must be maintained for SCE and Chapter 1 to meet the approved proration percentages. In addition to the fiscal requirements, the LEA board of education minutes must include the names, funding source(s) and assignments of the instructional staff hired to provide BSI services. Below is a brief description of the four funding designs.

Split Funding

In this design, all students identified for BSI services are instructed by a single staff member who is designated as a BSI instructor and serves students without regard to funding source. Services are provided in a uniform and consistent manner in all buildings.

Stratified Funding

In this design, the district identifies state compensatory education students and Chapter 1 students by separate cut-off selection criteria. Separate staff are often employed to instruct the identified students. For example: state and local monies are applied district-wide to students below the state-determined MLPs. Chapter 1 monies are applied to students in need above the MLPs, but below the district standard or norm.

Shared Funding

Shared funding may allow some split-funded and separate-funded staff to deliver services to BSI students. Students scoring below the MLPs must be funded in part by SCE and may be funded with local and federal funds. Students in need above the MLP may be provided with services using federal and local funds only.

Separate Funding

State compensatory education dollars must be used to fund K-12 BSI reading, writing, and math programs for students below state standards. Chapter 1 may fund separate staff to provide additional services for the SCE students identified in greatest need. In this design the LEA uses federal or local monies to fund staff members to provide services in a particular project area or grade span.

Whichever model is used, the LEA should take into account the following:

- The greatest amount of direct instructional service should be provided to the neediest students.
- Coherent and non-confusing patterns of staff contact with students should be implemented.
- Planning of services must meet with state and federal spending constraints or requirements.
- Cooperative planning and in-service training with classroom teachers and supplemental staff must occur.

Proration of Staff (Chapter 1 Funds)

According to Section 358 (b) (d) of Chapter 1 and Section 204.32, of the regulations, Chapter 1 funds must be used to provide direct remedial services to all identified participants below district standards. BSI staff shall be supplemental to the staff in the regular developmental program. Students eligible for basic skills services may not be scheduled into designated remedial classes taught by regular classroom teachers whose salaries are prorated with basic skills funds. (N.J.A.C. 6:8-6:3.3 and CFR 204.32).

LEAs must provide supplemental Chapter 1 ESL services by employing additional Chapter 1 staff. Districts are not allowed to prorate teachers' salaries to provide developmental and supplemental services using local and Chapter 1 funds.

Types of Eligible Basic Skills Programs By Funding Sources

During FY88 the following BSI program areas are eligible to be funded by state compensatory education (SCE) funds:

Communication/Reading
Communication/Writing
Communication/Reading/Writing
Computation
Communication/Reading for LEP
Communication/Writing for LEP
Communication/Reading/Writing for LEP
Computation for LEP

NOTE: SCE funds may only be used to provide BSI services to students below state standards in grades K-12.

During FY88 the following remedial programs are eligible to be funded by ECIA Chapter 1:

Communication/Reading
Communication/Writing
Communication/Reading/Writing
Computation

Communication/Reading for LEP
Communication/Writing for LEP
Communication/Supplemental ESL for LEP
Communication/Reading/Writing for LEP
Communication/Reading/Writing/Supplemental ESL for LEP
Computation for LEP

Handicapped Communication/Reading
Handicapped Communication/Writing
Handicapped Communication/Reading/Writing
Handicapped Computation

Neglected or Delinquent Communication/Reading
Neglected or Delinquent Communication/Writing
Neglected or Delinquent Communication/Reading/Writing
Neglected or Delinquent Computation

NOTE: Chapter 1 funds may be used to provide BSI services to students above state standards but below LEA standards or norms in grades Pre-K through 12.

Instructional Settings That Meet the Supplement, Not Supplant, Requirement

The decision as to which instructional setting to use should be made on the basis of the following factors:

- Needs of the students;
- Curriculum factors;
- Staff variables; and
- Scheduling limitations.

Also, it is a local school board's decision whether to grant secondary course credit for remedial work. Districts may grant secondary course credit for remedial work done in all of the instructional settings described below. If the credit is to apply toward meeting the communications and computation requirements for high school graduation, the course proficiencies must include both remedial and board-approved developmental objectives. Such courses must be taught by teachers appropriately certified in the subject field, e.g., mathematics or English.

Program planners have many choices of instructional settings for delivering BSI instruction consistently across grade levels. However, the instructional settings may vary among grade levels and still meet the supplement, not supplant requirements.

The following instructional settings may be used in the design and implementation of the BSI program. These settings include:

In-class Regular Classroom Instructional Setting

The program-funded instruction takes place in the regular classroom of the program participants. An in-class project is implemented when:

- The regular classroom teacher remains responsible for, and continues to perform all required instructional duties.

- BSI program instructional staff work under the direct supervision of the classroom teacher.

- The regular classroom teacher designs the BSI instructional program to meet project participants' special educational needs, and evaluates students' progress. The classroom teacher and the BSI staff should commuicate regularly.

During the scheduled times for supplemental instruction in this setting, the student/staff ratio is reduced well below that of self-contained classrooms in which students do not receive compensatory education services.

Out-of-class Instructional Setting

The program-funded instruction takes place in a location other than the regular classroom for a portion of the day. The classroom teacher must also work closely with BSI personnel to ensure that a coordinated program of instruction is provided in order to meet the

special needs of the project participants. The setting might be a resource room or a laboratory.

LIMITED PULL-OUT PROJECT

In a limited pull-out project, services are provided for a period of time that does not exceed 25 percent of the time (computed per day, per month, or per year) that a participating student would spend in the absence of Chapter 1 funds, receiving instructional services from teachers who are paid with non-Chapter 1 funds.

EXAMPLE: LIMITED PULL-OUT PROJECT

Fifty grade three students participate in a Chapter 1 pull-out reading project one-half hour per day, five days per week. This represents 150 minutes of Chapter 1 instruction weekly or 2.5 hours of the required 25 hours of board of education (BOE) instructional time.

CALCULATIONS:

1. Determine the number of Chapter 1 participants served in the limited pull-out project. (Number of Chapter 1 participants = 50 students served.)

2. Determine the required BOE instructional time per week. (The required BOE instructional time = 25 hours per week.)

3. Determine the Chapter 1 instructional time. (30 minutes per week times 5 days per week = 150 minutes or 2.5 hours per week.)

4. Determine the percent of Chapter 1 instruction by dividing the Chapter 1 time by the required BOE instructional time. (2.5 hours per week divided by 25 BOE hours = 10 percent Chapter 1 instructional time.)

5. Ten percent is less than 25 percent of the required BOE instructional time. Therefore, **this project does not require a payback of local funds to the Chapter 1 program.**

EXTENDED PULL-OUT PROJECT

In an extended pull-out project, Chapter 1 services are provided for a period that exceeds 25 percent of the time (computed per day, per month, or per year) that a participating child would, in the absence of Chapter 1 funds, spend receiving instructional services from teachers who are paid with non-Chapter 1 funds.

EXAMPLE: EXTENDED PULL-OUT PROJECT

Eighty grade four students participate in a Chapter 1 pull-out reading and math project two hours per day, five days per week. This

represents 600 minutes of Chapter 1 instruction weekly or 10 hours of the required 25 hours of board of education (BOE) instructional time.

CALCULATIONS:

1. Determine the average BOE teacher/pupil ratio for grade four by dividing the total number of students per grade by the number of grade four teachers. (The average BOE pupil/teacher ratio = 25:1 or 25 students per class.)

2. Determine the Chapter 1 instructional time. (120 minutes per day times five days per week = 600 minutes or 10 hours per week.)

3. Determine the percent of Chapter 1 instructional time by dividing the number of Chapter 1 instructional hours by the number of required BOE hours. (10 Chapter 1 hours divided by 25 BOE hours = 40 percent Chapter 1 instructional time.) Forty percent exceeds 25 percent of the time. **This project requires a payback of local funds to the Chapter 1 program.**

4. Determine the proportionate number of Chapter 1 participants served adjusted to a FTE by multiplying the total number of Chapter 1 participants by the percent of Chapter 1 instructional time. (80 Chapter 1 participants multiplied by 40 percent Chapter 1 instructional time = 32 Chapter 1 students served full-time.)

5. To determine the FTE equivalent replacement funds, divide the number of FTE Chapter 1 participants by the number of BOE instructional hours. (32 FTE Chapter 1 students divided by 25 BOE instructional hours = 1.3 FTE replacement funds.)

6. The LEA has two options for meeting the replacement requirement.

   Option #1: The LEA may provide one FTE local staff member (1.3 rounded) for Chapter 1 instruction.

   Option #2: The LEA may return 1.3 times the average BOE staff salary to the Chapter 1 program from local funds.

   Either of these two options would meet supplemental program requirements for this example.

Integrated Developmental and Remedial Self-Contained Instructional Setting (Replacement)

An integrated developmental and remedial replacement project is implemented when the BSI project provides services which replace all or part of the course instruction regularly provided to program

participants with a distinct, self-contained program which is particularly designed to meet the project participants' special educational needs. The integrated program model (replacement project) provides coordinated developmental and remedial program services. The class size must be half or less than half that of the average regular developmental class.

The replacement project is supplemental when either of the following conditions is met:

a. The LEA allocates to the BSI project the full-time equivalent (FTE) number of non-project staff that would have been needed to provide the developmental instruction that is replaced with BSI-funded service.

and/or

b. The LEA allocates to the BSI project the amount of LEA funds required to replace the number of LEA staff with BSI project staff referred to above.

Note: If BSI services are provided in a class of reduced numbers of students, this is not necessarily a replacement project. The LEA must verify that either condition "a" or condition "b" above has been met. The LEA may use a combination of conditions "a" and "b".

EXAMPLE: INTEGRATED REPLACEMENT PROJECT

Sixty (60) grade nine students participate in a special integrated replacement project for remedial reading instruction for one class period each day, five days per week. The teacher/pupil ratio during this remedial instruction period is less than one-half that of the average teacher/pupil ratio in 9th grade classes for developmental English offered by the district board of education (BOE).

CALCULATIONS:

1. To determine the aggregate number of students served by a full-time equivalent (FTE) teacher in the school, multiply the average number of BOE students per class period by the number of classes per day. (25 BOE students x 5 classes per day = an aggregate of 125 students served per day.)

2. Determine the number of BSI participants served in the integrated replacement project. (Number of BSI participants = 60 students served.)

3. To determine the FTE BSI staff, divide the number of BSI participants by the number of aggregate students served by the BOE FTE teacher. (60 BSI participants divided by 125 aggregate students served = 0.4 FTE equivalent staff.)

4. The LEA has two options for meeting the replacement requirement:

   Option #1: The LEA may provide the services of one-half FTE local staff member (0.4 rounded to the nearest half) for BSI instruction.

   Option #2: The LEA may return 0.4 times the average staff salary to the basic skills programs from local funds.

   Either of these two options would meet supplemental program requirements for this example.

Add-on Project

An add-on project consists of additional BSI instructional services provided as an extension of the regular school day when participants would not otherwise receive instructional service. These times may include periods such as vacations, weekends, time before or after the regular school day, or during non-instructional time. The project must be designed to meet the special educational needs of project participants. The LEA is urged to keep accurate attendance records for participants in a project such as this.

Facilities Requirements for Serving Non-public Students

In Aguilar v. Felton, the Supreme Court held that Chapter 1 instructional services may not be provided on the premises of religiously-affiliated private schools. However, Chapter 1 regulations state that the LEA shall provide services to children enrolled in private schools "in consultation with private school officials." The Supreme Court decision has not altered the LEA's responsibility to provide those services to non-public school children who meet residency and academic requirements.

The instructional services for these children shall now be provided at sites that are neither "physically nor educationally identified with the functions of the private schools." Such site options include the premises of the public school and neutral locations.

In addition, the LEA may use mobile or portable units for the provision of Chapter 1 services to non-public school children. The Supreme Court has previously held that the Constitution is not violated when units are located on public property near the private school. As yet, the Court has not ruled on the placing of a mobile or portable unit on the grounds of a religiously-affiliated private school. At present, it is the view of the U.S. Department of Education that units so located on non-public school grounds do not violate the Constitution, providing the following conditions are met:

- the unit is far enough from all private school buildings to be clearly distinguishable from them;

- the unit is clearly identified as property of the LEA and is free of religious symbols;

- the unit and the property it stands on are not used for any purpose other than the delivery of Chapter 1 services;

- the unit is not used by private-school personnel.

Finally, the LEA may wish to consider the provision of computer-assisted instruction (CAI), placing computer equipment in the private school. However, neither public nor private school personnel may assist with instruction in the CAI room.

OTHER ISSUES RELATED TO NON-PUBLIC (PRIVATE) SCHOOL PARTICIPATION

1. **Non-public (private) school children to be served**

As stated in Section 200.70 of the regulations, an LEA must provide the opportunity to participate in Chapter 1 services to "educationally deprived children residing in a project area of the LEA who are enrolled in private elementary and secondary schools..." This requirement applies even though such children are attending private schools outside the project area. Conversely, the LEA is not required to serve children who reside outside a project area but who attend private schools located within the project area.

2. **Exclusion of children attending a non-public (private) school that is not in compliance with state laws**.

An LEA may not exclude from Chapter 1 services children who attend a private school that is not in compliance with state laws, if that private educational institution qualified as a private elementary or secondary school under state law.

3. **Exclusion of children in a non-public (private) school that does not want its children to participate**.

An LEA is not required to provide Chapter 1 services to eligible children in a private school if the officials of the school have stated that the children will not participate in Chapter 1 programs, provided the services offered are equitable with those being provided in public schools. If private school officials reject Chapter 1 services for eligible Chapter 1 children, the LEA may retain for other authorized Chapter 1 purposes its full allocation of Chapter 1 funds, including that portion that may have been based on numbers of eligible private school children. However, LEAs and parents of private school children enrolled in these schools are free to work out other arrangements to serve these children.

4. **Services when there are very small numbers--generally less than 10--eligible non-public (private) school children at one location.**

Section 557(a) of Chapter 1 and Section 200.70 of the regulations, require that LEAs provide for the participation, on an equitable basis, of eligible children enrolled in private schools. This requirement applies regardless of the number of children attending a private school. However, when the number of eligible children at one location is very small--generally less than 10 - the cost of establishing certain types of separate programs to serve them may be prohibitive, especially when these children may be from several grades or have different educational needs.

In these cases, other options should be considered. If it is feasible and equitable to do so, private school children may participate in the Chapter 1 program at the same time and location as it is provided to children enrolled in public schools. If transportation is necessary, it may be provided with Chapter 1 funds. Alternatively, if it is feasible and equitable, LEAs may adopt methods, such as take-home computer programs or individual tutoring programs, which are cost effective to serve small numbers of children.

In providing services under these alternative methods, an LEA must meet the requirement in Section 557(a) of Chapter 1 that "expenditures for educational services...for educationally deprived children in private schools shall be equal (taking into account the number of children to be served and the special educational needs of such children) to expenditures for children enrolled in the public schools of the LEA." For instance, assume an individual home-tutoring program is going to be provided to three students attending a private school. The LEA may compute the per pupil expenditure for Chapter 1 services being provided to public school students having similar educational needs, and provide for the private school children the amount of tutoring those dollars would support.

5 **Equitability of services**

Section 200.71 of the Chapter 1 regulations contains provisions regarding equitability of both funds and services. In regard to funds, the key statement is that "expenditures" must be equal. In regard to services, the regulations state that the LEA "provides" services on an equitable basis. In both instances, the test is what was actually spent and what services were actually provided-not what was planned. Therefore, if adjustments to the program are needed during the school year to ensure private school students are equitably served, they should be made.

6. **Allocation of Chapter 1 funds directly to a non-public (private) school**

Chapter 1 funds may not be allocated directly to a private school. As stated in Section 200.70(c) of the regulations, "the LEA shall exercise administrative direction and control over Chapter 1 funds and property that benefit educationally deprived children in private schools." In addition, Section 200.72(b) of the regulations specifies that an LEA shall use Chapter 1 funds to meet the special educational needs of educationally deprived children in private schools rather than to meet the needs of the private schools or the general needs of the children in those schools.

7. **Use of public school employees**

Section 200.70 of the regulations specifies that Chapter 1 services to children in private schools "must be provided by employees of a public agency or through contract by the public agency with a person, an association, agency or corporation who or which, in the provision of those services, is independent of the private school and of any religious organizations." However, Chapter 1 services may be provided by persons not independent of the private school or of a religious organization, if they are employed directly by the LEA, as long as the services are provided at a time when the person is not being paid by the private school. During the time that the person is providing Chapter 1 services, he/she must be under the supervision and administrative control of the LEA and must have no responsibilities to the private school. In addition, as stated in Section 200.73 of the regulations, an LEA may use Chapter 1 funds to make public employees available in other than public facilities to the extent necessary to provide equitable Chapter 1 services for children in a private school if those services are not normally provided by the private school. However, instructional services may not be given within private, sectarian schools.

Program Personnel Considerations

Certification

ELEMENTARY TEACHERS

Elementary teachers are permitted to teach the common branch subjects such as reading, writing, arithmetic and spelling in grades K-12. Therefore, elementary certified teachers may provide secondary remedial instruction whether in programs that are credit-bearing or not for credit, as long as the assignment involves teaching reading, writing, arithmetic or spelling.

Communication and computation courses used to fulfill the state graduation requirements, e.g., one year of communication for each year of enrollment up to four credit years and two credit years of computation, may not be taught by a teacher with an elementary certificate. These courses must be taught either by a subject matter certified teacher (English or mathematics) or by a secondary teacher with dual certification (English/elementary, English/reading, mathematics/elementary).

Remedial courses which do not award credit or which award credit that is not counted toward the graduation requirements of four years of communications and two years of computation may be taught by the following certified staff members:

- Communications/reading courses may be taught by persons with an elementary, a reading or an English/reading certificate.

- Communication/writing courses may be taught by persons with an English or an elementary certificate.

- Communications/reading and writing courses may be taught by persons with an elementary, an English or an English/reading certificate.

- Computation courses may be taught by persons with an elementary or a mathematics certificate.

TEACHERS OF MATHEMATICS

Teachers of mathematics are eligible to teach only in their subject area in grades K-12.

TEACHERS OF READING

Teachers of reading are eligible to teach only in their subject area in grades K-12.

TEACHERS OF ENGLISH

Teachers of English are eligible to teach only in their subject area in grades K-12.

TEACHERS OF LIMITED ENGLISH PROFICIENT (LEP) REMEDIAL STUDENTS

Remedial reading teachers working primarily in the native language of the students must hold an elementary or reading certificate with a bilingual endorsement.

Remedial reading teachers working primarily in English must hold an elementary or reading certificate.

Remedial mathematics teachers working primarily in the native language of the students must hold an elementary or mathematics certificate with a bilingual endorsement.

Remedial mathematics teachers working primarily in English must hold an elementary or mathematics certificate.

Teachers of ESL are eligible to teach limited English proficient students supplemental ESL, and ESL reading and writing when taught using second language techniques.

PRE-K CERTIFICATION

The Nursery Instructional Certificate or the K-8 Elementary Certificate with Nursery Endorsement is required for teachers of Pre-K projects.

Paraprofessionals

Paraprofessionals (aides) may be employed by the board of education and funded by basic skills improvement categorical funds. Such positions may be funded by BSI funds under the following conditions:

- The aide performs duties under the direction and supervision of a certified teacher.

- Any person, regardless of qualifications, who accepts a position as an aide may perform only those duties approved within the aide position.

Substitutes

Basic skills improvement program staff may not be used to serve as substitutes for district personnel funded by local resources and state equalization aid. However, BSI funds may be used to provide substitutes for BSI-funded staff.

Non-instructional Duties

BSI staff may be assigned to certain limited, rotating, supervisory duties not related to classroom instruction. Examples of the types of duties that could qualify include hall duty, lunchroom supervision, playground supervision, and other tasks commonly shared among the staff. Such non-instructional duties may include only those duties which non-BSI personnel are assigned at the same school site.

The use of BSI personnel for these non-instructional duties should not exceed the lesser of: (a) the proportion of total work time that non-BSI personnel spend performing these non-instructional duties; or (b) 10 percent of the BSI person's total work time.

BSI staff may not be assigned substitute teaching in a non-BSI classroom, nor may BSI staff be assigned regular supervision of a homeroom.

BSI staff may not be assigned non-instructional duties in private/non-public schools.

Individual Student Improvement Plan (ISIP)

The LEA must develop and implement an ISIP for every pupil, including limited English proficient students, who has completed three or more academic years of instruction beyond kindergarten, and who falls below the state minimum levels of proficiency (MLPs). This ISIP links assessment with instruction. Local school districts shall develop procedures for the development and implementation of the ISIPs. These procedures shall include but not be limited to (see N.J.S.A. 18A:7C-1 et seq. (P.L. 1979, C241) and N.J.A.C. 6:8-6.2), Appendix C:

- A process for developing the ISIP, including those persons responsible for the development and implementation of the plan;
- Identification of a teaching staff member responsible for monitoring the development, implementation, and evaluation of the ISIP; and
- A process for notifying the pupil, the parent(s) or guardian(s) of the need for, and content of, the ISIP in the language or mode of communication which is understood by the pupil and parent(s) or guardian(s).

The ISIP should:

- List the specific skill deficiencies upon which supplemental and developmental learning experiences for BSI students can be based;
- Include a description of the instructional program, i.e., type of program; instructional techniques; materials and resources for remediation; and the frequency, duration, and location of instruction to fit the unique characteristics and needs of the individual student so that he/she can demonstrate mastery on tests of basic skills;
- Serve as a basis for coordination of instruction between supplemental and developmental teachers;
- Identify exit criteria which specify the performance standards students must obtain to demonstrate proficiency in the basic skills areas;

- Be used as a means of informing parents or guardians of the educational status of their children; and

- Describe the evaluation procedures which will be used to measure the students' progress toward meeting the performance standards specified in the exit criteria.

NOTE: Please refer to the SEA publication, Individual Student Improvement Plans: A Guide to the Development and Use of ISIPs, Spring 1985, for additional assistance in developing ISIPs for eligible students.

Provision of Services for Special Populations: Handicapped, Limited English Proficient (LEP), Neglected or Delinquent

Chapter 1 or state compensatory education funds shall not be expended to provide any special service instruction otherwise required under local, state, or federal law for which the LEA is required to use local or state funds. In accordance with these restrictions, however, the LEA may deliver supplemental BSI instruction with federal ECIA Chapter 1 resources, provided the requirements related to eligible attendance areas and private/non-public school involvement are met. There are no attendance area eligibility requirements for using SCE funds for supplemental BSI services for special populations.

Programs for the Handicapped

- The BSI program is designed to meet student needs resulting from educational deprivation, not needs due to handicap. A handicapped student is eligible to receive SCE and/or Chapter 1 services if he or she is not exempt from statewide testing requirements, is below the state or district basic skills standards and is recommended for BSI services by the child study team in the IEP. The following applies to BSI services for handicapped students:

  To receive SCE funded services students must be below statewide standards (MLPs);

  Chapter 1 funds may supplement SCE services for those students scoring below the MLPs; and

  Chapter 1 may provide services for students scoring above the MLPs but below the district set standards.

- Needs assessment procedures include uniform criteria so as to select participants on the basis of educational deprivation. (See Section IV-Program Needs Assessment, for clarification and directions.)

- Students selected to participate will be those who, within reason, can be expected to make substantial gain towards the objectives of the BSI program.

- Handicapped students may receive supplemental Chapter 1 and/or SCE funding. They may not be recorded on the "Application for State School Aid" (ASSA) report more than once.

- The educational prescription for supplemental BSI instruction for handicapped students shall be developed with the child study team or other identified LEA representative(s) responsible for implementing an Individual Education Program (IEP) based on the student's special service designation. Provision must also be made to ensure ongoing communication between the BSI teacher and the LEA special service representative(s) responsible for implementing P.L. 94-142 and NJAC 6:28.

Supplemental ESL and Basic Skills Programs for LEP Students

The same program planning and funding design considerations described earlier in this chapter should be taken into account when planning supplemental services in communication (reading and writing) and computation for LEP students. When Chapter 1 funds are used to provide supplemental ESL services, staff must be paid fully with Chapter 1 funds. The funding of teachers to provide both developmental and supplemental services using local and Chapter 1 dollars in a proportional amount is not permitted and is in violation of the supplement, not supplant requirement. Two factors should underscore all program decisions:

- All LEP students determined to be in need of supplemental ESL and basic skills programs must receive these services; and

- All LEP students who score below state standards and whose performance on multiple measures indicates that they have remedial needs must receive services funded in whole or in part by state compensatory education funds. These students should be reported on the Application for State School Aid (ASSA) under both the compensatory and bilingual education categories.

Basic skills and ESL assessment information will not only identify students who are eligible for remedial services, but also will provide information about the specific instructional needs of students. The following outlines some of the program service and funding source options that could be selected based on needs assessment information.

Assessment	Service	Funding
1. Students assessed in their native language in reading and writing and who score below state standards.	Native language and/or English assistance through: • bilingual remedial teacher (in-class) • bilingual remedial teacher (pull-out) • bilingual teacher aide (in-class)	Local, state and federal
2. Students assessed in English in reading and writing who score below state standards, <u>but</u> multiple measures indiciate that this is because they have not mastered sufficient English.	These students do not require supplemental services.	
3. Students assessed in English in reading and writing who score below state standards <u>and</u> multiple measures indicate they have remedial needs.	Reading and writing assistance in English and/or the native language through: • regular basic skills program • ESL/elementary remedial teacher (in-class) • ESL/elementary remedial teacher (pull-out) • bilingual remedial teacher (in-class) • bilingual remedial teacher (pull-out) • teacher aide (in-class)	Local, state and federal. Students who score below state standards and whose performance on other measures indicates that they have remedial needs <u>must</u> receive services funded in whole or in part by state compensatory education funds.

Assessment	Service	Funding
4. Students assessed in their native language in math and who score below state standards.	Native language and/or English assistance through: • bilingual remedial teacher (in-class) • bilingual remedial teacher (pull-out) • bilingual teacher aides (in-class)	Local, state and federal
5. Students assessed in English in math who score below state standards, <u>but</u> multiple measures indicate that this is because they have not mastered sufficient English.	These students do not require supplemental services.	
6. Students assessed in English in math who score below state standards <u>and</u> multiple measures indicate they have remedial needs.	Math assistance in English and/or the native language through: • regular basic skills program • ESL/elementary remedial teacher (in-class) • ESL/elementary remedial teacher (pull-out) • bilingual remedial teacher (in-class) • bilingual remedial teacher (pull-out) • teacher aide (in-class)	Local, state and federal. Students who score below state standards and whose performance on other measures indicate they have remedial needs <u>must</u> receive services funded in whole or in part by state compensatory education funds.

Assessment	Service	Funding
7. Students who score below the district ESL standard for supplemental ESL and multiple measures indicate they have need for additional ESL services	Additional ESL instruction through: • ESL teacher (pull-out) • ESL teacher (in-class) • Supplemental ESL teacher (pull-out) • Supplemental ESL teacher (in-class) • teacher aide (in-class)	Local, state and federal. When Chapter 1 funds are used to provide supplemental ESL services, staff must be paid fully with Chapter 1 funds.

Neglected or Delinquent

An LEA directly responsible for providing free public education for children in institutions for neglected or delinquent children (N or D) or resident children in adult correctional institutions shall be entitled to receive a grant for the fiscal year, provided the funds are used only for children in such institutions. "Children" means persons up to age 21 who are entitled to a free public education not above grade 12. The LEA shall:

- Describe the methods used to identify and select participants using a needs assessment process;

- Submit names of children to be served as indicated on the needs assessment;

- Describe the services that will be provided to meet those special educational needs;

- Describe the performance objectives and plans for evaluating the effectiveness of the project; and

- Provide for parental involvement.

An LEA receives an allocation of Chapter 1 funds based on the number of children in local institutions for N or D children as described in 200.22(a)(1) of the regulations. This allocation is based on the number of children, aged 5 through 17, in the LEA's district who resided in a local institution for N or D children for at least 30 consecutive days, at least one day of which was in the month of October of the preceding year. (These children may not have been counted for allocations for Chapter 1 programs for children in institutions for N or D children operated by a state agency.) If a child resided in the institution from September 2 through October 1 of the preceding year, the child would meet the residency requirement. Likewise, if the child resided in the institution from October 31 through November 29 of the preceding year, he or she would meet the residency requirement.

If the SEA determines that the LEA is unable or unwilling to provide Chapter 1 services to children in the institution, it shall make arrangements for services in accordance with 200.22(a)(2) or (3) of the regulations.

The funding provisions clearly indicate that an LEA is to receive that portion of its allocation based on children in local institutions for N or D children only if the LEA provides services for the children in such institutions. An SEA and an LEA may wish to consider the following points, along with other factors, in designing and implementing services for children in institutions for N or D children:

- Services for the institutionalized children need not be provided in the institution. N or D children may receive Chapter 1 services at the public schools they attend, whether or not those schools have Chapter 1 projects.

- An LEA that provides Chapter 1 services to eligible N or D students on the premises of the institutions must monitor the program to ensure that the assurances in Section 436(b)(2) and (3) of GEPA are implemented.

- The SEA conducts an annual survey of children in institutions for N or D children for purposes of Chapter 1 allocations. The SEA reports the results of this survey to the U.S. Department of Education and certifies that the institutions listed meet the eligibility requirements of Chapter 1 and that the information provided is complete and accurate. Both the SEA and the LEA have the responsibility to ensure that the children residing in institutions for the N or D are eligible to be counted for allocation purposes and are eligible for services. They must ensure that the institutions are those defined in 200.3(b) of the regulations.

- If an SEA or LEA contracts with an institution or agency to provide the Chapter 1 services to eligible children in the institution, it must monitor the implementation of the contract to see that the requirements of the applicable statutes, regulations, program, and the contract are met. This includes fiscal controls, student selection, program planning and operation, and evaluation of the program.

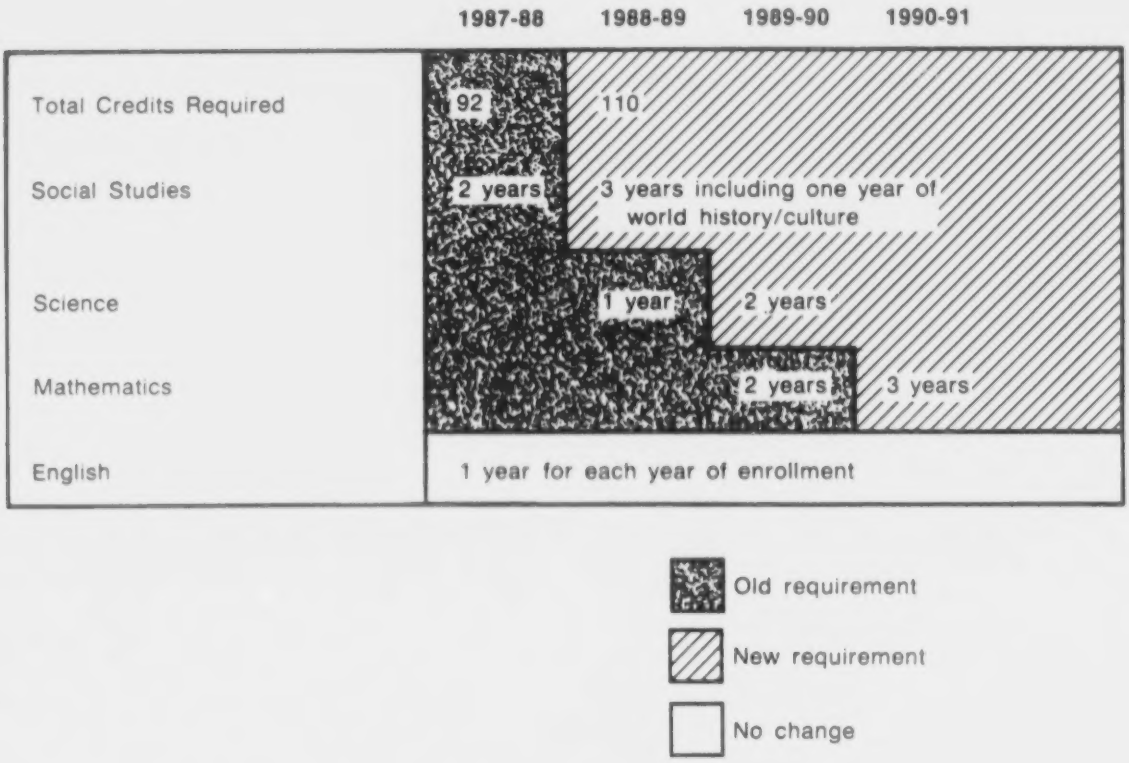
High School Graduation: Basic Skills Requirements

All students must pass the state basic skills test in reading, writing, and computation before being granted a high school diploma. Beginning with the 9th grade class of 1985-86, the HSPT became the statewide instrument used to determine basic skills proficiency.

The High School Graduation Law (18A:7C-1) mandates a Special Review Assessment (SRA) process for all eligible students who have not passed the graduation test by the end of grade eleven. The SRA process is available to any student who has satisfied all credit, curriculum, and attendance requirements for high school graduation, but who has not passed all parts of the graduation test by the end of the eleventh grade. Limited English proficient students are also subject to the high school graduation requirements, but there is a special policy for these students. See High School Graduation Requirements for LEP Students. See also N.J.S.A. 18A:7C-1 et seq., (P.L. 1979, C241).

IMPLEMENTATION TIMETABLE FOR NEW HIGH SCHOOL GRADUATION REQUIREMENTS

Freshman Class



The table above shows the schedule for phasing in the new high school graduation requirements. The requirement of one year of English for each year of enrollment remains the same. The changes are summarized below:

- An increase from 92 to 110 credits needed for graduation, to begin with the entering ninth-grade class of 1988-89. One credit is awarded for each period of instruction of 40 minutes or more that meets one time a week during a school year.

- The addition of course requirements to be phased in over three years as follows:

  a year of world history and cultures added to the two years of social studies currently required, beginning with the freshman class of 1988-89;

  a second year of science, starting with the freshman class of 1989-90; and

  a third year of mathematics, beginning with the freshman class of 1990-91.

SECTION VI—PROGRAM DESCRIPTION (PUBLIC SCHOOL)

County: _____ ☐☐ District: _____ ☐☐☐☐

Project Area

- ☐ Prekindergarten
- ☐ Kindergarten
- ☐ Communication
  ____ Reading ____ Writing
- ☐ Computation
- ☐ Communication for LEP
  _____ Reading _____ Writing
  _____ Supplemental ESL
- ☐ Computation for LEP
- ☐ Handicapped Communication
  ____ Reading ____ Writing
- ☐ Handicapped Computation
- ☐ Neglected or Delinquent Communication
  ____Reading ____Writing
- ☐ Neglected or Delinquent Computation

NOTE: PROVIDE A SEPARATE DESCRIPTION PAGE FOR EACH PROJECT AREA CHECKED

A. **Describe by funding source (Chapter I, SCE, local categorical) the services to be provided to project participants.**
Check the funding source: _____ Chapter 1 _____ SCE _____ Local Categorial _____ Bilingual Categorical
_____ Combination of Sources (Specify) _____

INCLUDE THE FOLLOWING SIX (6) PROGRAM ELEMENTS FOR EACH FUNDING SOURCE USED:

1. What grade level(s) will be included in the project? _____
2. What is the estimated number of students that will participate in the project? _____
3. What is the number of days per week the project will be conducted? _____
4. What is the estimated average time of instruction per student, per week, that students will receive in the project? _____
5. What instructional setting will be used to deliver service? _____
6. Briefly describe the instructional process to be implemented in order to meet the project objectives.
   _____
   _____
   _____
   _____

B. **Will services from other sources of funding (federal, state, local) support the BSI program?**
_____ YES _____NO
If YES, list the services by source of funds.

C. **Describe how the basic skills program is supplemental to the regular program.**

D. **List the name(s) of the public school(s) serving eligible non-public school participants and check when the service will be delivered. (If appropriate, check one or more than one area.)**

Name of Public School

1. _____	_____ Regular School Day	_____ Before School	_____ After School
2. _____	_____ Regular School Day	_____ Before School	_____ After School
3. _____	_____ Regular School Day	_____ Before School	_____ After School
4. _____	_____ Regular School Day	_____ Before School	_____ After School
5. _____	_____ Regular School Day	_____ Before School	_____ After School

Name of Neutral Site

1. _____	_____ Regular School Day	_____ Before School	_____ After School
2. _____	_____ Regular School Day	_____ Before School	_____ After School
3. _____	_____ Regular School Day	_____ Before School	_____ After School
4. _____	_____ Regular School Day	_____ Before School	_____ After School

INSTRUCTIONS: Section VI - Program Description (Public Schools)

Enter the county and district names and codes.

Project Area: Check the project area described on this page. DUPLICATION OF THIS PAGE WILL BE NECESSARY. All districts will submit separate program description pages for each program area (e.g., Communications/Reading, Communications/Writing, Computation, Supplemental ESL).

Item A: (Program Elements) Describe by funding source the services to be provided to public school project participants. **Remember that students below state standards must be served by SCE.**

Check the funding source(s) that will be used for each project area.

Include for each funding source the following six program elements:

A1. Enter the grade level(s) that will be included in the project activity.

A2. Enter the estimated number of students who will participate in the project activity.

A3. Enter the number of days per week the project will be conducted.

A4. Enter the estimated average amount of instructional time per student, per week, for the project area.

A5. Enter the instructional setting in which the service will be delivered.

A6. Briefly describe the instructional process to be used in order to meet the project objectives.

Item B: (Coor. of Other Funding Sources) Indicate by checking YES or NO if services from other sources of funding (local, state, federal) will support the basic skills improvement program. If YES, list the services by source of funds.

Item C: (Regular School Program) Describe for each project area checked the LEA's regular school program. In that description specify how BSI funded services are supplemental to it.

Item D: (Public Schools Serving NP School Participants)	List the name(s) of the public school(s) serving eligible non-public school participants. Check when the BSI services will be delivered to the non-public school participants. (If appropriate, check one or more than one service area.)

SECTION VI—PROGRAM DESCRIPTION (NON-PUBLIC SCHOOL)—CHAPTER 1 ONLY

County: _____ ☐☐ District: _____ ☐☐☐☐

Project Area

- ☐ Prekindergarten
- ☐ Kindergarten
- ☐ Communication
  ____Reading ____Writing
- ☐ Computation
- ☐ Communication for LEP
  ____ Reading ____ Writing
  ____ Supplemental ESL
- ☐ Computation for LEP
- ☐ Handicapped Communication
  ____ Reading ____ Writing
- ☐ Handicapped Computation

NOTE: PROVIDE A SEPARATE DESCRIPTION PAGE FOR EACH PROJECT AREA CHECKED

A. **Describe the services to be provided for non-public project participants from Chapter 1 funds to ensure equitable services.**

INCLUDE THE FOLLOWING SIX (6) PROGRAM ELEMENTS IN YOUR PROGRAM DESCRIPTION

1. What grade level(s) will be included in the project? _____
2. What is the estimated number of students that will participate in the project?_____
3. What is the number of days per week the project will be conducted?_____
4. What is the estimated average time of instruction per student, per week, that students will receive in the project? _____
5. What instructional setting will be used to deliver service? _____
   (Service must be provided at a neutral site or in a public school.)
6. Briefly describe the instructional process to be implemented in order to meet the project objectives.

_____
_____
_____
_____
_____

B. **Describe how services from PL 192-193 will be coordinated with ECIA Chapter 1 to support the BSI program?**

C. **Describe how the basic skills program is supplemental to the regular program.**

D. **List the names and numbers of participants by grade level for each non-public school receiving ECIA Chapter 1 funded project services.**

List the Name of the Non-public Sending School and Enter the Name of the Public School(s) Providing Service		NUMBER OF PARTICIPANTS BY GRADE LEVEL														
		Pre-K	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
IN-DISTRICT: Non-public Sending School(s)	Public School(s)/ Neutral Site(s) Providing Service															
OUT-OF-DISTRICT: Non-public Sending School(s)	Public School(s)/ Neutral Site(s) Providing Service															

INSTRUCTIONS: Section VI - Program Description (Non-public Schools) - Chapter I Only

Enter the county and district names and codes.

Project Area: Check the project area described on this page. DUPLICATION OF THIS PAGE WILL BE NECESSARY. All districts will submit separate communication (reading and writing) and computation program description pages. Prekindergarten, kindergarten, LEP and handicapped program description pages should also be submitted, if applicable.

Item A: (Program Elements) Describe by funding source the services to be provided to non-public school project participants.

Include the following six program elements for each project area.

A1. Enter the grade level(s) that will be included in the project activity.

A2. Enter the estimated number of students who will participate in the project activity.

A3. Enter the number of days per week the project will be conducted.

A4. Enter the estimated average time of instruction that each student will receive in the project area each week.

A5. Enter the instructional setting in which the service will be delivered. **(Service must be provided in a public school or at a neutral site.)**

A6. Briefly describe the instructional process to be implemented in order to meet the project objectives.

Item B: (Coordination of PL 192-193) Indicate how services from PL 192-193 funding will support the basic skills improvement program. Describe how the services will be coordinated.

Item C: (Regular School Program) Describe for each project area checked the non-public regular school program. In that description specify how BSI funded services are supplemental to it.

Item D:
(NP Schools, Service Area and NP Participants)

Complete the following information for each participating non-public school "in-district" and "out-of-district."

List the name(s) of the non-public sending school(s).
Enter the name(s) of the public school(s) or neutral sites.
Enter the number of non-public school BSI participants by grade level.

SECTION VII—Count of Participants by Project, by School

County: _____ ☐☐ District: _____ ☐☐☐☐

Project Area (Check One)

- ☐ PREKINDERGARTEN
- ☐ KINDERGARTEN
- ☐ COMMUNICATION
  _____ Reading _____ Writing
- ☐ COMPUTATION
- ☐ COMMUNICATION FOR LEP
  _____ Reading _____ Writing
  _____ Supplemental ESL
- ☐ COMPUTATION FOR LEP
- ☐ HANDICAPPED COMMUNICATION
  _____ Reading _____ Writing
- ☐ HANDICAPPED COMPUTATION
- ☐ N/D COMMUNICATION
  _____ Reading _____ Writing
- ☐ N/D COMPUTATION

A. Project schools [All schools providing basic skills improvement programs, public and neglected or delinquent]	B. PARTICIPANTS BY GRADE LEVEL														C. TOTAL	D. NUMBER OF STAFF BY SCHOOL	
	PK	K	1	2	3	4	5	6	7	8	9	10	11	12	By School	Professional	Non-professional
E. Totals																	

INSTRUCTIONS: SECTION VII - Count of Participants by Project, by School

Enter the county and district names and codes.

Project Area: Check the project area described on this page. **DUPLICATION OF THIS PAGE WILL BE NECESSARY.** All districts will submit separate project count pages for each project area checked (e.g. communication/reading, communication/writing, computation, etc.)

Column A: (Project schools) List the schools in which project area services will be implemented.

Column B: (Participants by grade level) Indicate by grade level the number of students for each school who will participate in the project area checked.

Column C: (Totals by school) Indicate for each school the total number of students who will participate in the project area checked.

Column D: (Number of staff by school) Indicate for each school the number of BSI funded staff, (professional and non-professional, as indicated by column and project area.

Column E: (Totals) Enter the totals for Columns B, C, & D.

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SECTION VIII - EVALUATION DESIGN

Discussion

Each local educational agency is required by federal and state mandate to yearly evaluate its basic skills improvement program. Program content or grade level may require different types of instruments for measuring student impact, but all projects funded totally or in part by state and federal monies, must be evaluated and the results must be submitted to the SEA.

The following evaluation models can be used by the district:

- Model A-1. In this model, the district compares pre- and posttest scores on a standardized, normed test. Gains are reported in normal curve equivalents (NCEs).

- Model A-2. In this model, the district administers a normed and non-normed test at pretest time. These tests are equated so that the norms can be used to convert the pre- and posttest scores into NCEs.

At some grade levels districts report evaluation data using neither of the above models. This "non-model" method of reporting compares the distribution of scores at pretest and posttest. The district may use a criterion-referenced instrument to assess basic skills (usually at grades K and 1) or the district may use the HSPT to assess skills in grade nine.

Regardless of the method of evaluation used, districts must use one of two options for scheduling pretests and posttests:

- Fall to Spring. In this option the district uses a pretest from the fall 1987 and a posttest from the spring of 1988. The pretest was not used for program selection.

- Spring to Spring. The district uses the spring 1987 test as a pretest and the spring 1988 test as the posttest. In this case the pretest is used for assessment and selection.

TESTING REQUIREMENTS FOR BSIP EVALUATION

Grade Level (Spring 1988)	Chapter 1-only (Students above state standards but below district standards)	SCE-Only (Students below state standards and funded only by SCE)	SCE and Chapter 1 (Students below state standards and funded by SCE and Chapter 1
K-2	District-chosen instrument which is valid and reliable		
3-8	State-approved standardized test		
9	HSPT	HSPT	HSPT
10-11	Standardized test	HSPT	HSPT
12	Standardized test	MBS	MBS

Examples: **A high school student who is split-funded by state compensatory education and Chapter 1 must be below state basic skills standards. Such a student must take the HSPT or the MBS.**

A high school student who is above state basic skills standards but below district standards is being served by Chapter 1. Since such a student has passed the high school graduation test, that student is evaluated by the district standardized test only.

LEAs that implement the spring/spring evaluation model may not charge either the annual assessment or evaluation costs to Chapter 1 funds because the Chapter 1 requirements for conducting an annual assessment in the spring and implementing the spring/spring evaluation model for evaluation is the same for all children under both state and federal models. The Chapter 1 assessment and evaluation requirements are not special requirements over and above existing state requirements. The costs of implementing the spring/spring evaluation model and the annual assessment are the responsibility of the local educational agency and must not be charged to state compensatory education or Chapter 1 funds. LEAs that implement the fall/spring evaluation model may charge the fall pretest for SCE and Chapter 1 participants to state compensatory education and/or Chapter 1 funds. However, the costs for the annual assessment must be charged to local funds.

A comprehensive evaluation system should be designed for each project. At a minimum, the following evaluation components should be contained in the plan:

- A formative evaluation design to monitor program or project implementation;
- A summative evaluation design which includes program impact on student cognitive growth;
- Instrumentation which has demonstrated validity and reliability;
- A student/data management system;
- Pre- and posttest measures of student impact with implementation of the A-1 model, the A-2 model or non-model reporting;
- Project process and context data that will facilitate interpretation of impact data and aid in decision making;
- A testing schedule. If testing takes place during a four-week period before or after the dates listed. Interpolated scores must be used. Testing done more than four weeks before or after the norming dates cannot be used for the purposes of BSI evaluation; and
- Evaluation results that can be used for program planning.

Section Summary

- LEAs are required to complete annually an evaluation summary for all projects (basic skills, bilingual/ESL, migrant, handicapped and neglected or delinquent) that are funded totally or in part with SCE and/or Chapter 1 funds.
- Evaluation summary data should be submitted to the SEA by July 15, 1988. The county superintendent of schools may, upon written notification of delay, permit a one-month extension of the deadline to August 15, 1988.
- At least once during a three-year span, all LEA projects funded totally or in part by ECIA Chapter 1 must also implement a 12-month study for sustaining effects in <u>all</u> project areas and for <u>all</u> grade levels where possible.
- The LEA is not required to report the results of the 12-month sustaining effects study, but data used in the study must be kept on file in the district for five years.
- Basic skills projects funded with local or state funds only are not required to implement a 12-month study for sustained effects.
- All students in grades 3-8 must take the state-approved standardized test. However, students in grades K-2 may be pre- and posttested with a test which does not have national norms to satisfy Chapter 1/

SCE evaluation requirements. In addition, regardless of funding, students in grades 9-12 who have failed to pass the graduation test are not required to take a standardized test in addition to the HSPT or MBS.

Therefore, NCE scores are required for all students except those in grades K-2 and those in grades 9-12 who are below state standards.

Sustained Effects Study (Twelve-month Study)

A local educational agency application shall be approved if it provides assurances satisfactory to the state educational agency that the LEA will keep such records and provide such information to the SEA as may be requested for program evaluation.

The programs and projects described will be evaluated in terms of their effectiveness in achieving the goals set for them. These evaluations shall include objective measurements of educational achievement in basic skills and a determination of whether improved performance has been sustained over a period of more than one year. The results of such evaluations should be considered by the LEA in the improvement of the programs and projects assisted under Chapter 1.

Procedure

Local educational agencies operating Chapter 1 projects must evaluate long-term program effectiveness by implementing a sustained effects study.

- At least once over a three-year span, Chapter 1 funded projects must complete a sustained effects study.
- The sustained effects study must be implemented in addition to the yearly evaluation.
- Sustained effects studies may be staggered, but all projects must be evaluated within a three-year cycle at all grade levels where possible.
- Data used in the study (test information, test scores, reports) must be kept on file for five years.
- Local educational agencies are not required to report results of sustained effects studies to the SEA. However, documentation that the sustained effects requirement has been met should be maintained at the local district level.

To assist in planning the sustained effects study, local educational agencies may consider the following test scheduled:

Plan	Pretest	Posttest	Retest
1	Spring	Spring	Spring
2	Fall	Fall	Fall
3	Fall	Spring	Spring
4	Fall	Spring	Fall

Plan 1

Advantage(s): This plan is preferred because it is the most valid way to look at long-term program achievement, and it is usually the most practical plan because it incorporates the patterns for district-wide testing.

Disadvantage(s): If there is a high degree of mobility into and out of the district, record keeping may be incomplete because all of the data on some students may not be available.

Plan 2

Advantage(s): This plan is a valid plan for looking at long-term program achievement.

Disadvantage(s): This plan may require additional testing for those students who are no longer in need of supplemental Chapter 1 services. Also, if there is a high degree of mobility into and out of the district, record keeping may be incomplete because all of the data on some students may not be available.

Plan 3

Advantage(s): This plan is usually easy to implement and the results generally are favorable to the program.

Disadvantage(s): The results that are generated with this plan are not usually valid long-term indicators of student performance.

Plan 4

Advantage(s): This plan is easy to implement.

Disadvantage(s): The results generated with this plan are usually not valid nor favorable to the district.

SECTION VIII—EVALUATION DESIGN

County: _____ ☐☐ District: _____ ☐☐☐☐

A. Describe the evaluation design for each project area, Pre-K through 12, funded by Chapter 1 and/or SCE.

EVALUATION DESIGN

Col. 1	Col. 2	Col. 3	Column 4	Col. 5	Column 6	Column 7	Column 8	Column 9	Column 10	Column 11
Project Code	Evaluation Standards	Grade Level	Evaluation Instrument(s)	Functional Level Test	Pretest Date	Pretest Analysis	Posttest Date	Functional Level Test	Posttest Analysis	Evaluation Model

B. Describe the twelve-month plan for sustaining effects for all projects funded totally or in part by Chapter 1.

TWELVE-MONTH PLAN (Sustained Gains Study)—REQUIRED FOR CHAPTER 1 PROJECTS

Column 1	Column 2	Column 3	Column 4	Column 5
Project Code	Grade(s)	Retest Fiscal Year	Plan	Description

Instructions: Section VIII - Evaluation Design

Enter the county and district names and codes.

Item A: Evaluation design for each project area funded by Chapter 1 and/or SCE

Column 1: (Project) Enter the appropriate abbreviation for each project area in which a design is being implemented.

Pre-K - Prekindergarten
K - Kindergarten
EC - Early Childhood
COMM (R) - Communication/Reading
COMM (W) - Communication/Writing
COMM (R/W) - Communication/Reading/Writing
COMP - Computation

LEP COMM (R) - Communication/Reading for LEP
LEP COMM (W) - Communication/Writing for LEP
LEP COMM (E) - Communication/Supplemental ESL for LEP
LEP COMM (R/W) - Communication/Reading/Writing for LEP
LEP COMM (R/W/E) - Communication/Reading/Writing/ESL for LEP
LEP COMP - Computation for LEP

Hand. COMM (R) - Handicapped Communication/Reading
Hand. COMM (W) - Handicapped Communication/Writing
Hand. COMM (R/W) - Handicapped Communication/ Reading/Writing
Hand. COMP. - Handicapped Computation

N/D COMM (R) - Neglected or Delinquent Communication/ Reading
N/D COMM (W) - Neglected or Delinquent Communication/ Writing
N/D COMM (R/W) - Neglected or Delinquent Communication/Reading/Writing
N/D COMP - Neglected or Delinquent Computation

Column 2: (Evaluation Standards) Enter a check for each project design to indicate that technical standards are being implemented in the evaluation design.

Column 3: (Grades) Enter the grade level(s) in which this evaluation design is being implemented.

Column 4: (Instruments) Enter the test code of the pre- and posttest instruments used to measure cognitive achievement. Do not enter the form and level of the testing instrument. If

affective and psychomotor instruments are used in the evaluation of program effectiveness, enter the appropriate information after all instruments measuring the cognitive areas have been entered. Test codes are listed in the appendices.

Column 5: (Functional Level) If the pretest instruments used were designed for grades lower or higher than those that students are currently enrolled in, please check this column.

Column 6: (Pretest Date) Enter the month and week pretesting is scheduled. Example: October 2 means that the test was administered during the second week of October.

Column 7: (Pretest Analysis) Enter codes indicating who will perform the analysis of pretest data and the type of analysis being performed.

Codes	Types of Analysis
T - teachers	1 - mean
A - aides	2 - item analysis
AD - administrators	3 - frequency distribution
E - evaluator	4 - statistical corrections for pretest selection
OC - outside contractor	
O - other (specify)	5 - other (specify in detail)

Example: OC-2 (if recorded) indicates that an outside contractor will be performing an item analysis of pretest data.

Column 8: (Posttest Date) Enter the month and week posttesting is scheduled. Example: May 1

Column 9: (Functional Level) Check this column if a functional level posttest is used.

Column 10: (Posttest Analysis) Enter codes indicating who will perform the analysis and the type of analysis being performed.

Codes	Types of Analysis
T - teachers	1 - means
A - aides	2 - item analysis
AD - administrators	3 - frequency distribution
E - evaluator	4 - model analysis
OC - outside contractor	5 - t - tests
O - other (specify)	5 - other (specify)

Column 11: Enter the evaluation model used for basic skills projects for grades 2-12, inclusive.

Models

A-1 Norm-referenced using norm-referenced instruments

*A-2 Norm-referenced using non-normed criterion-referenced instruments and a norm-referenced instrument

NM-F Non-model using a frequency distribution

NM-L Non-model using level of performance

*PRIOR REVIEW AND APPROVAL BY THE SEA MUST BE OBTAINED BEFORE INCLUSION IN THE BASIC SKILLS IMPROVEMENT PLAN.

Item B: (Twelve-month Plan) Twelve-month Plan for Sustained Effects Required for Chapter 1-funded projects.

Column 1: (Project Code) Enter the project area code in which the sustained effects plan is to be implemented. Use the following abbreviations in the column provided.

Pre-K - Prekindergarten
K - Kindergarten
EC - Early Childhood
COMM (R) - Communication/Reading
COMM (W) - Communication/Writing
COMM (R/W) - Communication/Reading/Writing
COMP - Computation

LEP COMM (R) - Communication/Reading for LEP
LEP COMM (W) - Communication/Writing for LEP
LEP COMM (E) - Communication/Supplemental/ESL for LEP
LEP COMM (R/W) - Communication/Reading/Writing for LEP
LEP COMM (R/W/E) - Communication/Reading/Writing/ESL for LEP
LEP COMP - Computation for LEP

Hand. COMM (R) - Handicapped Communication/Reading
Hand. COMM (W) - Handicapped Communication/Writing
Hand. COMM (R/W) - Handicapped Communication/ Reading/Writing
Hand. COMP. - Handicapped Computation

N/D COMM (R) - Neglected or Delinquent Communication/ Reading
N/D COMM (W) - Neglected or Delinquent Communication/ Writing

N/D COMM (R/W) - Neglected or Delinquent Communication/Reading/Writing
N/D COMP - Neglected or Delinquent Computation

Column 2: (Grades) Enter the grade or grades at which the sustained effects plan will occur that is, the grade at which the retest will occur, in the column provided.

NOTE: All Chapter 1 project areas must be evaluated at least once over a three-year period.

Column 3: (Retest) Enter the fiscal year the sustained effects plan will be implemented in the column provided.

Column 4: (Twelve-month Plan) Enter the code for the retesting plan in the column provided.

TESTING SCHEDULE

PLAN	PRETEST	POSTTEST	RETEST
1	Spring	Spring	Spring
2	Fall	Fall	Fall
3	Fall	Spring	Spring
4	Fall	Spring	Fall

Column 5: (Description) Specify in detail the question(s) to be answered by the study. The LEA may determine the question(s) the study will answer. Types of sustained effects study issues include: differential treatment for long-term effectiveness; program impact upon types of students (boys vs. girls); early exit from Chapter 1; differential treatment (in-class vs. out-of-class).

SECTION IX - FISCAL DATA

Discussion

Federal and state regulations require that the LEA account for categorical basic skills improvement program funds be kept separately by funding source and by the year such funds were allocated and approved for program expenditures. Local resources and equalization aid budgeted for BSI projects shall also have a separate audit trail.

Local budget items for BSI programs include the following:

Amounts budgeted for a specific program that has characteristics comparable to state and/or federal compensatory programs;

Local amounts budgeted that, together with state and/or federal funds, allow the district to meet the supplement provisions of federal and state law; and

The local amount budgeted that allows the LEA to meet its intent under the combination of items (1) and (2).

Section Summary

- LEAs are required to follow specific record-keeping procedures.
- LEAs are not required to adhere to percentage guidelines for each line account.
- Supplement provisions of the federal and state statutes must be met.
- Indirect costs may be charged against ECIA Chapter 1 funds only.
- Administrative costs may be charged against state compensatory education funds.
- Costs for summer planning may be charged against the BSI program.
- Equipment for use in the basic skills improvement program may be purchased using federal and/or state funds.
- LEAs planning to spend more than $8,700 on goods or services using one or a combination of funding sources shall follow specific procedures for contracts.
- Only ECIA Chapter 1 monies may be carried over to the following fiscal year.

- A maintenance of effort policy must be available for review in the LEA.
- Applications must be revised by May 1 to reflect the salary for 12 month employees funded by Chapter 1 and/or SCE funds.
- LEAs must not carry over more than 10 percent of their current-year allocation.
- Separate accounting is required by fiscal year and fund source for all funds received.
- ECIA Chapter 1 initial and final financial reports must be submitted to the SEA by November 1 and July 31 respectively.
- Comparability policies must be based on November 1 data of the current year. The LEA must keep information on file for SEA review.

MANAGEMENT OF FUNDS

1. Control of Funds

According to the General Education Provision Act, Sec. 436.B, the general application submitted by a local educational agency shall provide assurances that the control of funds provided to the LEA under each program and title to property acquired with those funds, will be in a public agency and that a public agency will administer these funds and property; and that the LEA will use fiscal control and fund accounting procedures that will ensure proper disbursement of, and accounting for, federal funds passed to the agency under each program.

2. ECIA Chapter 1 Carry-over Funds

According to P.L. 97-35 Section 594, Chapter 1 funds may be carried over for one additional year past the original grant year. The LEA must apply for these funds by May 1, 1989. Districts may not expend or obligate any carry-over funds until they are approved by the SEA. Districts must not carry over more than 10 percent of their current year allocation. Carry-over funds must be expended by September 30, 1989.

3. ECIA Chapter 1 Reallocated Funds

According to 200.45 of the Chapter 1 regulations, during each fiscal year, an SEA shall:

(1) Determine which, if any, LEAs have received allocations of Chapter 1 funds that exceed the amount required to (a) operate their Chapter 1 projects effectively during the current fiscal year; and (b) provide a prudent and justifiable reserve of Chapter 1 funds for operating their Chapter 1 projects effectively during the next fiscal year.

(2) Notify each LEA identified under paragraph (1) of (a) the amount of that LEAs Chapter 1 funds that the SEA is considering reallocating to other LEAs; and (b) the opportunity for that LEA to amend its Chapter 1 application to include approvable proposals for use of excess funds.

(3) If the LEA fails to amend properly its Chapter 1 application in response to the opportunity provided under paragraph (2), the SEA shall reallocate the excess Chapter 1 funds to LEAs that have the greatest need for such funds for the purpose of, where appropriate, redressing inequities inherent in, or mitigating hardships caused by, the application of allocation provisions in Section 111(2) of Title I as a result of factors like population shifts and changing economic circumstances.

Eligibility of districts for reallocated funds will be based on the following criterion:

- An increase in the low-income poverty population of children in families receiving Aid For Dependent Children (AFDC) from FY 1980 to FY 1987.

CRITERIA FOR SELECTION OF DISTRICTS TO RECEIVE REALLOCATED FUNDS

Of districts eligible to receive funds, priority will be given to those with the greatest need. To determine severity of need, the following criteria will be used:

- LEAs that have documented a need for additional funds to complete the current year program;
- LEAs with no carry-over eligibility;
- LEAs needing additional funds to expand the current year Chapter 1 program to include unserved eligible children; and
- LEAs needing additional funds to provide an additional component for students already being served.

4. Allowable Costs

Subject to the requirements of Section 555(a) of ECIA Chapter 1, an agency receiving Chapter 1 assistance may use these funds to

meet the eligible direct costs of project activities and approved indirect costs under Part 74, E.D.G.A.R. In no event may an agency receiving Chapter 1 assistance use these funds for expenditures that are imprudent, extravagant, excessive or wasteful.

5. Summer Planning Grants

Local school districts that wish to extend their FY 1989 Basic Skills Improvement Program to include state and/or federal funds for summer planning grants, must submit revisions to the approved FY 1989 BSIP application by May 1, 1989 to the Office of County Superintendent. This approval may be granted.

According to the federal regulation 200.72, it is an allowable expenditure to use Chapter 1 funds for planning purposes. Districts that request to expend basic skills funds for summer planning grants may receive approval for the following reasons or purposes:

1) The planning directly relates to a basic skills project, or is reasonably likely to result in a federal or state funded project; and

2) The state or federal funds are needed for planning because:

   - of the innovative nature of the project; or

   - the agency lacks the resources that are required to plan adequately for the project.

During a fiscal year, the amount of federal or state funds that an agency may use for planning may not exceed the larger of the following:

1) One percent of the total amount of Chapter 1 or state compensatory education funds received by the agency for the fiscal year; or

2) $2,000.00

6. Record-keeping

An LEA receiving Chapter 1 and/or state compensatory education funds shall keep all records that the SEA requires, such as, amount of funds received, use of the funds, total cost of the project provided from other sources, and other records necessary to facilitate an effective audit. Records that document expenditures of Chapter 1 and state compensatory education funds must be maintained. Chapter 1 records shall be retained for five years after the close of the fiscal year in which the funds were expended. State compensatory education records shall be retained for seven years or as per the Records Retention Schedule.

7. Reporting

An LEA that receives Chapter 1 funds must file the required annual and adjusted financial reports (Annual and Adjusted Financial Report, ECIA-1) with the SEA by November 1 and July 31, respectively. These reports include expenditures for Chapter 1 activities during the project period for the ECIA Chapter 1 basic grant and approved Chapter 1 carry-over funds. All reports should be submitted to the county office of education.

8. Audit Checklist

An LEA that receives Chapter 1 funds must have the following record-keeping and reporting documents available for an ECIA Chapter 1 audit:

- Board minutes appointing Chapter 1 personnel, including a detailed budget and budget breakdown;
- Accounting records and supporting documentation;
- Inventory records for Chapter 1 equipment;
- Project applications;
- State approval notices;
- 1987-88 Annual Audits;
- Comparability policy statements and appropriate documentation;
- Maintenance of effort documentation; and
- Policy statements concerning the use and disposition of equipment.

9. Travel

Travel costs may be authorized and approved for ECIA Chapter 1 employees. These costs may be incurred by ECIA Chapter 1-funded employees only for transportation, lodging, subsistence and related items while in travel status or on official business incidental to an approved ECIA Chapter 1 project.

The employee activities must be listed in the currently approved project application and must relate to administrative, instructional or supportive services for eligible ECIA Chapter 1 children.

The chief administrative officer, with the approval of the local board of education (local governing board) of a local ECIA Chapter 1 project, is responsible for authorizing and approving all travel activities in connection with the everyday administrative, instructional and supportive activities of project-funded employees.

Intrastate and interstate travel to workshops, conferences and meetings must be approved as part of the approved ECIA Chapter 1 project application. The specific workshops, conferences and meetings must be listed on the budget breakdown page(s) of the application. Travel requests that are not reported in the approved application must be submitted to the Office of County Superintendent and the Division of Compensatory/Bilingual Education in writing for approval.

10. Advisory Councils

Costs incurred by BSI advisory councils or committees established pursuant to federal requirements to carry out grant programs are allowable. The cost of like organizations is allowable when provided for in the grant agreement.

- Meetings and Conferences: Costs are allowable when the primary purpose of the meeting is the dissemination of technical information relating to the grant program and the costs are consistent with regular practices followed for other activities of the grantee.

- Travel: Travel costs are allowable for expenses for transportation, lodging, subsistence, and related items incurred by BSI employees or parents of identified BSI participants who are in travel status on official business incidental to the BSI program. All charges must be consistent with those normally allowed in like circumstances in the non-federally sponsored activities.

  Costs of amusements, social activities, and incidental costs relating thereto, such as meals, beverages, lodging, rentals, transportation, and gratuities are unallowable.

BUDGET PROCEDURES

1. Indirect Costs

Indirect costs may be budgeted for Chapter 1 allocations only. The intent of indirect costs is for the LEA to recover allowable expenses incurred which are not easily identified within the program. These include board office expenses for accounting, payroll, purchasing, budgeting and personnel.

2. Fixed Charges

The current social security and retirement rates may be used for Teachers Pension and Annuity Fund (TPAF) members' reimbursement to the State of New Jersey. The current rates may also be used for Chapter 1 and/or SCE personnel enrolled in PERS for reimbursement to the local board. Other fixed charges may be budgeted if included in the budget breakdown, and if board of education policy requires payment of such charges for regular staff.

3. Accounts

Accounts shall be maintained for each approved line item.

4. Obligations

Obligations may be made after the SEA approval date only.

5. Time Records

Time records shall be maintained for shared-funded, part-time or partially funded basic skills improvement program personnel. Board minutes shall indicate the names and assignments of personnel assigned to the program to be paid from basic skills improvement program funds (local, state, federal).

Payrolls shall be supported by time and attendance or equivalent records for individual employees. Salaries and wages of employees chargeable to more than one grant program or other cost objectives will be supported by appropriate time distribution records. The method used should produce an equitable distribution of time and effort, i.e., time sheets signed by the employee and approved by the supervisor.

6. Reimbursement

Reimbursement to the State of New Jersey for pension and social security (Schedules A and B) is to be filed after the close of fiscal year for federally funded personnel.

Reimbursement is to be obligated for the period during which the federal salaries were earned. Payment may be made after the close of the project period against a purchase order. This reimbursement is due to the State of New Jersey for members of the Teacher Pension and Annuity Fund (TPAF) who were paid from federal funds. Only the federal part of their salaries is to be calculated for reimbursement. This represents the employers' contributions to the teachers pension fund and social security (FICA). The rate is established by the pension fund and is disseminated to LEAs prior to June 30.

7. Board Minutes (Resolutions)

The LEA is not required to adopt board resolutions authorizing the application and accepting the Chapter 1 and SCE grants. **LEAs who wish to apply for Chapter 1 reallocated grants are required to submit resolutions which authorize the application for funds and the acceptance of approved funds to the SEA.** These board resolutions must be certified by the Board Secretary with the LEA seal.

All board resolutions must be submitted to the SEA before the contract may be circulated for approval.

Board minutes shall show the following information when the LEA applies for Chapter 1 reallocated application approval:

- Date;
- Amount of money;
- Name of contact person; and
- Formal action designating the authorized representative (Chief school officer, board secretary, etc.)

All LEAs who operate BSI programs shall describe in board minutes the identification of personnel designated as staff for all approved BSI projects, including replacement projects. This resolution should include the names of the personnel, the assignments and the amounts of funds.

8. Budget Transfers

Transfers exceeding 10 percent of the lowest series shall be submitted to the county superintendent for prior approval. Transfers within the approved budget which increase or decrease the amount in a budget series (hundred account) by more than 10 percent must be authorized by the county superintendent of schools.

If no amount was indicated in a series in the approved budget, no transfers to that series can be made without written approval from the SEA.

EXAMPLE: BUDGET TRANSFER

200 Account Series	Amount
213 Teachers Salaries	$5,000.00
240 Instructional Supplies	1,000.00
Total 200 Account Series	$6,000.00

800 Account Series	Amount
810 Fixed Charges - Pension	$1,000.00
820 Fixed Charges - Insurance	500.00
Total 800 Account Series	$1,500.00

Transfers exceeding $150.00 must be approved in advance by the SEA since $150.00 is 10% of the lowest account series.

9. BSI Budget Status Reports

Periodic budget status reports shall be made by the business administrator to the program director on the status of the basic skills improvement program funds.

10. State and Federal Project Obligation Periods

SCE funds allocated to an LEA for providing basic skills improvement program services must be obligated during the fiscal year in which the allocation is made. Therefore, SCE funds may not be carried over to the next fiscal year. Chapter 1 funds allocated to an LEA for a similar purpose must be obligated during a two-year period after the allocation is made; therefore, Chapter 1 funds may be carried over into the next fiscal year, subject to approval by the SEA.

11. Non-instructional Duties

If Chapter 1 project staff have non-instructional responsibilities, these responsibilities may not account for more than 10 percent of the person's time in accordance with existing federal regulations. Chapter 1 funds may not be used for non-instructional duties in private schools.

12. Comparability

A local educational agency may receive funds under Chapter 1 only if state and local funds will be used in the district of such agency to provide services in project areas which, taken as a whole, are at least comparable to services being provided in areas in such district which are not receiving funds under this chapter. Where all school attendance areas in the district of the agency are designed as project areas, the agency may receive such funds only if state and local funds are used to provide services which, taken as a whole, are substantially comparable in each project area.

Local educational agencies are not required to file comparability reports with the SEA. However, a local educational agency meets the comparability requirement if it files with the SEA a written assurance that it has established:

- A district-wide salary schedule;
- A policy to ensure equivalence among schools in teachers, administrators, and auxiliary personnel;
- A policy to ensure equivalence among schools in the provision of curriculum materials and instructional supplies; and
- Documentation that the above requirements have been met. This documentation shall be maintained at the district level.

A district may use the criteria as provided under Section 200.16 of the Title 1 regulations, January 19, 1981, to document equivalence among schools in teachers, administrators and auxiliary personnel. Equivalence may be documented by:

- Average number of children enrolled per instructional staff member (project/non-project schools 5 percent variable);
- Average per child expenditure of state and local funds for instructional staff excluding longevity (project/non-project schools 5 percent variable); and
- Average per child expenditure of state and local funds for curriculum materials and instructional supplies (project/non-project schools 5 percent variable).

A district may group its schools by corresponding grade levels as provided under Section 201.117 of the Title 1 regulations, January 19, 1981.

A district may exclude state and local funds expended for carrying out special programs to meet the educational needs of educationally deprived children if such programs are consistent with the purpose of Chapter 1. Therefore, state compensatory education and local categorical funds may be excluded.

State and local funds spent on programs for bilingual education or programs for the education of handicapped children may be excluded in determining compliance with the comparability requirement.

Local school districts are to collect date, no later than November 1, 1988, for demonstrating comparability. Districts that have only one school building or one school building at a particular grade level are not required to collect data for demonstrating comparability.

Equipment and Supplies

1. Procurement

a. Basic skills improvement program equipment shall be procured in accordance with existing instructions for purchasing in the Public School Contract Guidelines, New Jersey State Department of Education, Division of Finance, October, 1986, as amended. All equipment and services to be purchased by Chapter 1 funds and costing more than $8,700 must be procured through the use of a Request for Proposal (RFP). All computer hardware and associated software packages, exceeding the bid limit in the aggregate, therefore, must be procured by the use of a

standard RFP and bids. The RFP should be submitted with the BSI application prior to quote or bid solicitation. (See Procedures for Approval of Contractual Agreements in this manual.)

b. No more than 10 percent of direct instructional costs should be allocated for computer hardware and software (Accounts #200 and #800).

2. Request for Purchase

Requests for purchase of Chapter 1/SCE equipment over the bid limit shall be made via project application. Budget and detailed budget breakdown pages must be submitted, according to the following guidelines:

- Equipment is essential to the effective implementation of the project.

- Equipment is not already available in the applicant's regular or basic skills improvement inventories for use in the project.

- The LEA has made every reasonable effort to find other funds to pay for the equipment before applying to use basic skills improvement funds for this purpose.

3. Title and Control of Chapter 1/SCE Equipment

Title to, and control over, Chapter 1 SCE equipment shall be held by a public agency. Such property shall be used for purposes provided by the ECIA Chapter 1/SCE program. Equipment may be placed on private school premises for the Chapter 1 project only.

Administrative control over Chapter 1/SCE equipment and property shall be expressed in written procedures outlining federal/state ownership, use, loan, loss and disposal of such equipment for public and private/non-public schools.

4. Identification

All equipment shall be clearly marked to identify the grant under which it was acquired.

5. Repair of Chapter 1/SCE Equipment

Chapter 1/SCE funds may be used to pay for the repair of equipment purchased with Chapter 1/SCE or Title 1 monies if the equipment is currently used in an approved Chapter 1/SCE project. Repairs to equipment used in a Chapter 1/SCE type project operated by the board may not be charged to Chapter 1/SCE accounts.

6. **Property Records (Reference Section 74.140 E.D.G.A.R.)**

Districts shall maintain a master list or card file of program equipment having a useful life of more than one year, and (a) costing $300 or more per unit if located in a public school, or (b) if placed in private/non-public schools regardless of cost. Subsidiary inventories shall be maintained at each program school. The equipment inventory shall show description, model and serial number; identification of the grant under which the recipient acquired the equipment; acquisition cost; location; use and condition of equipment and date reported; and ultimate disposition data, when applicable.

A physical inventory shall be taken and the results reconciled with the property records at least once every two years to verify the existence, current use and continued need for the equipment. Inventory records shall be retained until five years after the disposition of the equipment.

7. **Equipment Costing Less Than $300 and Used in a Chapter 1/SCE Public Schools**

Such equipment need not be recorded on the inventory list. However, rules of sale or disposition apply because of a "continuing federal interest," therein.

8. **Status of Equipment When No Longer Needed for Project**

Equipment purchased from federal grant funds, when no longer needed for the original project, may be used as follows:

- Redirected to other Chapter 1 projects;
- Used in other federally funded projects;
- Used shared-time for other currently or previously federally sponsored projects; or
- Disposed of per (9) below.

9. **Obsolete or Unuseable Equipment**

When original or replacement equipment is no longer useable in projects or programs currently or previously sponsored by the federal government (as determined by the LEA and approved by theberate educational agency), disposition of the equipment shall be made as follows:

- Equipment with a unit acquisition cost of less than $1,000 and equipment with no further use or value may be retained, sold or otherwise disposed of, with no further obligation to the federal government.

- Equipment with a unit acquisition cost of $1,000 or more may be retained or sold (in accordance with instructions in Public School Contract Guidelines, October, 1986 - Section VI, p. 25). The proceeds from the sale or the fair market value, if retained by the LEA, shall be forwarded to the SEA via a warrant payable to: "Treasurer, State of New Jersey." If the equipment is sold: $100 or 10 percent of the sales proceeds, whichever is greater, may be deducted and retained by the LEA for selling and handling expenses.

10. Trade-in of Chapter 1/SCE Equipment

Equipment may be exchanged for replacement equipment if needed. The replacement may take place through a trade-in and the proceeds may be applied to the purchase cost of the replacement equipment. Any additional outlay to acquire the replacement equipment shall be charged as a direct cost to the program (Account 730) provided the project budget contains this line account. Such transactions shall be approved in the board of education minutes via resolution. If a trade-in cannot be arranged, the LEA may contact the SEA for approval to sell the old equipment and apply the proceeds of the acquisition costs of the replacement equipment.

11. Lost, Stolen or Destroyed Equipment

When Chapter 1/SCE equipment is lost, stolen, or destroyed, a report must be made to the proper law and insurance authorities and to the SEA. Inventory records must be adjusted. If insurance coverage pays for the replacement of such equipment, the replacement equipment belongs to ECIA Chapter 1/SCE, and should be clearly marked as such. Inventory records shall record the new item. If insurance funds are received for lost or stolen equipment and the district does not need this equipment for its Chapter 1 program, these funds must be forwarded as a refund to the Federal Government via a warrant payable to "Treasurer, State of New Jersey." Charges to make up the difference in replacement of insured losses shall be charged to current Chapter 1/SCE expenditures in Account 730.

12. Records of Disposition

Records documenting the disposition of Chapter 1, Title I or SCE equipment shall be kept on file with inventory records. Upon disposition of equipment, it shall be removed from the inventory records. If replaced, the new item shall be added to the inventory, if applicable.

13. Relocatables

Portable classrooms, or relocatables, shall be subject to the same rules of sale and disposition as stated above regardless of the stated useful life by the manufacturer. Leases or relocatables for Chapter 1/SCE are subject to N.J.S.A. 18A:20-8.2 and N.J.A.C. 6:22-1.1.

14. Re-evaluations or Depreciation

No provision is made for the depreciation of Chapter 1/SCE equipment or property. Re-evaluation may only be accomplished constructively to establish the "fair market value" for disposition.

15. Budget Revisions

Transfer of budget account series exceeding 10 percent of the lower series shall be submitted to the New Jersey State Department of Education (county office) for prior approval. This may occur to cover supplements to insurance proceeds for lost, stolen, or destroyed equipment; unforeseen repair costs; or replacement costs.

16. Equipment in Non-public Schools

Chapter 1 equipment and supplies may be used with participating non-public school participants for instructional activities. The LEA keeps title to and exercises continuing administrative control of all equipment and supplies purchased with Chapter 1 funds. The LEA is accountable for such equipment at all times and should:

- Maintain an inventory indicating the location(s) of such equipment.
- Make periodic investigations regarding the condition and appropriateness of use of the equipment.
- Retrieve all such equipment when it becomes inappropriate for program activities or when program activities are terminated.

17. Materials and Supplies

Expenditures for materials, supplies, facilities or equipment shall be limited to the minimum required to implement approvable basic skills improvement instructional activities or services. Equipment previously acquired with Chapter 1/SCE funds must be taken into consideration when the LEA applies for new equipment.

SECTION IX—BASIC SKILLS IMPROVEMENT PROGRAM—FISCAL DATA

County: _____ District: _____

I. Report of Average Per Pupil Expenditures

Column 1	Column 2	Column 3	Column 4
Fiscal Year	Net Current Expenditures	Average Daily Attendance	Per Pupil Expenditures (Column 2 divided by Column 3)
1986-87			
1985-86			

II. Budget Summary

Col. 1	Column 2		Col. 3	Column 4	Column 5	Column 6		Column 7
						Chapter I		
Line	ACCOUNTS		Total Number Positions	Local Resources Equalization Aid	State (SCE)	Public	Non-Public	Total Appropriations
1	100	Administration						
2		Indirect Cost						
3	212	Salaries Supervisors of Instruction						
4	213	Salaries Teachers						
5	214	Salaries Other Instructional Staff						
6	215	Salaries Secretarial						
7	216	Other Salaries for Instruction						
8	220	Textbooks						
9	230	School Library and Audio/Visual Materials						
10	240	Teaching Supplies						
11	250	Other Expenses						
12	300	Attendance Services						
13	400	Health Services						
14	500	Transportation Curriculum Activity						
15	600	Operation of Plant						
16	700	Maintenance of Plant						
17	730	Purchase/Instructional Equipment						
18	810	Employee Retirement Contributions						
19	820	Insurance/Judgements						
20	830	Rental						
21	900	Food Services						
22	1000	Student Body Activities						
23	1100	Community Service						
24	1200	Total Capital Outlay						
25		**Total Basic Skills Appropriations**						

Instructions: Section IX - Fiscal Data

Enter the county and district names and codes.

Item I: Report of Average Per Pupil Expenditures
The report of average per pupil expenditures shall be completed for ECIA Chapter 1, Maintenance of Effort for 1986-87 and 1985-86.

Column 2: (Net Current Expenditures) Enter the net current expenditures for 1986-87 and 1985-86. This entry is the total of all current expenditures (J-1) for each year minus tuition paid to other school districts, community services expenditures and food expenditures.

NOTE: The resulting amount of net expenditures should be available from the LEA annual audit reports.

Column 3: (Average Daily Attendance) Enter the average daily attendance (ADA) for each fiscal year as of June 30 generated from LEA register summaries completed at the end of each school year.

Column 4: (Per Pupil Expenditure) Enter the per pupil expenditure for each fiscal year.

To calculate per pupil expenditure, divide Column 2 (Net Current Expenditures) by Column 3 (Average Daily Attendance).

NOTE: Maintenance of effort is assured if either net current expenditures or per pupil expenditures do not decline from 1985-86 to 1986-87 by more than ten percent.

NOTE: ECIA Chapter 1 funds (Column 6) must show a budget breakout of expenditures for public and non-public school expenditures.

Item II: **Budget Summary**

Column 2: (Accounts) Refer to the Chart of Accounts for detailed explanation.

Column 3: (Total number of positions) Enter the total number of staff members assigned to the program.

Column 4: (Local Resources and Equalization Aid)

Enter all local resources and equalization aid budgeted for the basic skills improvement program. Local resources are: (1) those amounts budgeted for a specific local compensatory education program that has characteristics comparable to state and/or federal compensatory programs; (2) local amounts budgeted that, together with state and/or federal funds, allows the district to meet the supplement provisions of federal and state law; or (3) the local amount budgeted that allows the LEA to meet its intent under a combination of items (1) and (2) of this section. The LEA must establish appropriate accounting procedures to guarantee a clear audit trail of these funds.

Column 5: (State Compensatory Education)

Enter all appropriations from SCE funds. The total will equal the amount shown in Section J-2 under SCE in the school district budget statement. Teacher Pension and Annuity Fund (TPAF) and social security reimbursements for contracted teaching staff members funded under SCE should not be reported in the BSI application. Public Employee Retirement System (PERS) and social security reimbursements for contracted and non-contracted staff members funded under SCE should be reported under line item 810.

Appropriate health and workmen's compensation benefits for SCE, TPAF and PERS funded staff should be reported in line item 820.

Column 6: (Chapter 1 Public and Non-public)

Enter budget appropriations for Chapter 1 funds by major account series for public and non-public schools.

NOTE: LEAs operating on a P.O.B. basis may request P.O.B. budget forms from the SEA for their basic skills improvement program budgets.

NOTE: LEAs who need other accounts than those shown on the budget summary should contact the SEA for approval.

Column 7: (Total Appropriations)

This column is the total of amounts in Columns 4, 5 and 6. The total of Column 7, line 25, must be equal to the totals of Line 25, Columns 4, 5 and 6.

SECTION X—Budget Breakdown

County: _____ | | Dist District: _____ | | | | |

Enter the county and district names and codes.

INSTRUCTIONS: SECTION X - Budget Breakdown/Description

Enter the county and district names and codes.

Attach a detailed budget breakdown for each funding source.

A detailed budget breakdown shall be included with the Basic Skills Improvement application. It shall provide a line-item breakdown and a description of the expenditures for each source of funds: local, state and federal. Explanations shall be provided for all instructional equipment and supplies. The explanations shall include the type of equipment or supplies to be purchased, and the applicability of the equipment to the project area(s).

> **NOTE: ECIA Chapter 1 funds (Column 6) must show a budget breakdown of expenditures for public and non-public school expenditures.**
>
> A "Sample Budget Breakdown" has been included at the end of this section.

SAMPLE

Basic Skills Improvement Program
Budget Breakdown

FY 1989

DISTRICT _____ Code _____ COUNTY _____ CODE _____

Line Item	Account	Description	Total		Total by Funding Source
	Local				
#213	Salaries	Teachers (½) full time	$ 7,800		
#240	Teaching Supplies		1,000		
#800	Fixed Charges	Health/Dental	1,000		
			9,800		$ 9,800.00 Total Local
	State				
#213	Salaries	Teachers (1 ½) full time	$17,500		
#250	In-service to Staff		1,000		
#800	Fixed Charges		2,000		
#1100	Community Services	Meetings/Refreshments	500		
			$21,000		$21,000.00 Total State
	Chapter 1		**Public**	**Non-public**	
#100	Administration		$ 1,000	--	
#213	Salaries	Teachers (1) full time	15,000	15,000	
#214	Salaries	Aides (2)	3,500	3,500	
#240	Teaching Supplies	Computer Software	1,500	500	
#250	In-service to Staff		1,000	500	
#730	Equipment	Computers	1,500	500	
#800	Fixed Charges	Pension-Social Security	3,800	2,000	
#1100	Community Services	Meetings/Refreshments	2,200	300	
			28,500 +	22,300	$50,800.00 Total Federal
					$81,600.00 Total BSIP

SECTION XI - APPENDICES

APPENDIX A
DIVISION OF COMPENSATORY/BILINGUAL EDUCATION
CALENDAR OF ACTIVITIES

ACTIVITY	APRIL	MAY	JUNE	JULY	AUGUST	SEPT	OCT	NOV	DEC	JAN	FEB	MARCH
SEA Disseminates BSI Application/Guidelines		5/15	6/15									
LEAs Submit Revisions to ECIA Chapter 1 Basic Grant for Summer School Projects		5/1	6/30									
LEAs Submit Revisions to ECIA Chapter 1 Basic Grant for Use of Excess Carry-over Funds from Current Year Allocation	4/1											
LEAs Submit Migrant Summer School Applications	4/15	5/15										
LEAs Complete and Return BSI Applications				7/15					12/31			
LEAs Submit BSI Program Evaluation Summary				7/15	8/15							
LEAs Submit ECIA Chapter 1 Preliminary Financial Report								11/1				
LEAs Submit Migrant Education Project Contract		5/15			8/15							
LEAs Submit Migrant Fiscal Expenditure Report								11/1				
LEAs Submit Summer and Winter Migrant Evaluation Summary Reports				7/15			10/1					
SEA Disseminates Notification to LEAs Eligible for Chapter 1 Carryover								11/1				3/30
Eligible LEAs Submit Application for Use of Chapter 1 Carryover		5/1				9/30						
LEAs Submit Application Requesting Reallocated ECIA Chapter 1 Dollars	4/1					9/30						
LEAs Submit Migrant Mid-Program Evaluation										1/1 1/30		

APPENDIX B

EMPIRICAL TESTING NORMS

TEST	EDITION	FALL	SPRING
CAP	1980	October 1 - October 29	April 9 - May 7
CAT	1977	October 20 - November 17	April 20 - May 18
	1985	October 8 - November 5	April 18 - May 16
CIRCUS	1972-79	October 1 - October 29	April 26 - May 24
CRTM	1984	September 12 - October 10	May 2 - May 30
CTBS	1981	September 30 - October 28	April 8 - May 13
	1982	September 30 - October 28	April 15 - May 13
CTBS	1973	October 8 - November 5	March 25 - April 22
GATES	1978	October 1 - October 29	May 1 - May 29
ITED	1985	September 21 - October 19	March 28 - April 25
ITBS	1978-82	October 14 - November 11 (Primary)	April 14 - May 12
		October 16 - November 13 (Multiple)	April 14 - May 12
	1985	October 17 - November 14	April 14 - May 12
ITBS	1971-76	September 24 - October 22	April 14 - May 12
KAUFMAN K-TEA	1985	October 20 - November 17	April 13 - May 11
MAT	1978	October 1 - October 29	April 6 - May 4
	1985	October 1 - October 29	April 8 - May 6
NATIONAL	1985	October 3 - October 31	April 10 - May 8
NELSON RDG.	1977	October 14 - November 11	February 22 - March 22
READING YARDSTICKS	1981	September 24 - October 22	April 14 - May 12
SCAN-TRON SCRT	1985	October 1 - October 29	April 9 - May 7
SRA	1978	September 17 - October 15	April 8 - May 6
	1985	September 21 - October 19	March 28 - April 25
STRANFORD DIAG.	1984	September 21 - October 19	April 17 - May 15

TEST	EDITION	FALL	SPRING
STEP III	1978	September 21 - October 19	April 26 - May 24
SAT	1973	September 24 - October 22	April 21 - May 19
	1982	September 23 - October 21	April 21 - May 19
STANDARD DIAG.	1976	September 24 - October 22	April 14 - May 12
SURVEY OF BASIC SKILLS	1985	September 20 - October 18	March 28 - April 25
TAP	1978-82	October 15 - November 12	April 7 - May 5
	1985	October 17 - November 14	April 16 - May 14
TASK	1973	September 24 - October 22	April 24 - May 22
	1982	September 23 - October 21	April 21 - May 19
3-R's	1982	October 13 - November 10	April 14 - May 12
TOBE 2	1978	September 28 - October 26	March 29 - April 26

NOTE: - If testing takes place during a four week period before or after the dates listed above, interpolated scores must be used. Testing done more then four weeks before or after the norming dates cannot be used for the purposes of BSI evaluation.

APPENDIX C

EQUIVALENT STATEWIDE STANDARDS

Appendix C-1 contains the minimum levels of proficiency for mathematics.

Appendix C-2 contains the minimum levels of proficiency for reading.

Appendix C-3 contains the minimum levels of proficiency for writing.

MLP - National Percentile Scores
% - Raw Percentage of Items Answered Correctly

EQUIVALENT STATEWIDE STANDARDS

MATHEMATICS

TEST	FORM	THREE		FOUR		FIVE		SIX		SEVEN		EIGHT	
		*LEVEL	MLP	LEVEL	MLP	LEVEL	MLP	LEVEL	MLP	LEVEL	MLP	LEVEL	MLP
California Achievement Test (CAT)	1985 E	13	45	14	40	15	48	16	46	17	42	18	41
	1978 C&D	13	62	14	54	15	61	16	60	17	59	18	59
Comprehensive Tests of Basic Skills (CTBS)	1982 U&V	E	44	F	48	G	54	G	61	H	58	H	55
Iowa Tests of Basic Skills (ITBS)	1985 G&H	9	44	10	38	11	37	12	41	13	45	14	40
	1982 7&8	9	47	10	46	11	42	12	44	13	50	14	48
	1978 7&8	9	49	10	48	11	46	12	49	13	54	14	50
Metropolitan Achievement Tests (MAT)	1985 MAT6	E	31	E	33	I	33	I	28	A	39	A	41
	1978 JS&KS	E	48	E	39	I	43	I	40	A	40	A	46
Science Research Associates (SRA)	1984 P&Q	D	36	E	37	E	33	E	33	F	38	G	39
Stanford Achievement Tests (SAT)	1982 E,F&G	P3	51	11	49	12	53	12	50	A	41	A	39
All Other Commercial Tests		47		44		45		46		46		46	
Locally Developed Criterion-Referenced Tests		61%		61%		61%		61%		61%		61%	

*The levels listed are those minimally acceptable for the grade indicated. If your district uses a higher level test, the MLP for the grade in question still remains the one indicated for that grade in the above chart.

MLP - National Percentile Scores
% - Raw Percentage of Items Answered Correctly

EQUIVALENT STATEWIDE STANDARDS

READING

		THREE		FOUR		FIVE		SIX		SEVEN		EIGHT	
TEST	FORM	*LEVEL	MLP	LEVEL	MLP	LEVEL	MLP	LEVEL	MLP	LEVEL	MLP	LEVEL	MLP
California Achievement Test (CAT)	1985 E	13	19	14	18	15	21	16	27	17	23	18	25
	1978 C&D	13	31	14	28	15	35	16	38	17	40	18	39
Comprehensive Tests of Basic Skills (CTBS)	1982 U&V	E	22	F	25	G	22	G	33	H	33	H	29
Iowa Tests of Basic Skills (ITBS)	1985 G&H	9	19	10	21	11	22	12	23	13	23	14	23
	1982 7&8	9	27	10	30	11	29	12	31	13	31	14	30
	1978 7&8	9	30	10	33	11	34	12	35	13	34	14	33
Metropolitan Achievement Tests (MAT)	1985 MAT6	E	19	E	23	I	24	I	24	A	22	A	21
	1978 JS&KS	E	34	E	32	I	31	I	33	A	31	A	27
Science Research Associates (SRA)	1984 P&Q	D	24	E	25	E	26	E	27	F	26	G	28
Stanford Achievement Tests (SAT)	1982 E,F&G	P3	31	11	26	12	28	12	31	A	26	A	25
All Other Commercial Tests		27		27		28		32		29		28	
Locally Developed Criterion-Referenced Tests		75%		75%		75%		75%		75%		75%	

*The levels listed are those minimally acceptable for the grade indicated. If your district uses a higher level test, the MLP for the grade in question still remains the one indicated for that grade in the above chart.

MLP - National Percentile Scores
% - Raw Percentage of Items Answered Correctly

EQUIVALENT STATEWIDE STANDARDS

LANGUAGE ARTS (WRITING)

TEST	FORM	THREE		FOUR		FIVE		SIX		SEVEN		EIGHT	
		*LEVEL	MLP	LEVEL	MLP	LEVEL	MLP	LEVEL	MLP	LEVEL	MLP	LEVEL	MLP
California Achievement Test (CAT)	1985 E	13	15	14	16	15	18	16	26	17	32	18	29
	1978 C&D	13	29	14	28	15	37	16	42	17	46	18	45
Comprehensive Test of Basic Skills (CTBS)	1982 U&V	E	26	F	22	G	29	G	44	H	40	H	36
Iowa Tests of Basic Skills (ITBS)	1985 G&H	9	21	10	22	11	29	12	26	13	28	14	26
	1982 7&8	9	28	10	29	11	32	12	32	13	35	14	34
	1978 7&8	9	32	10	33	11	40	12	37	13	38	14	37
Metropolitan Achievement Tests (MAT)	1985 MAT6	E	6	E	25	I	22	I	11	A	18	A	10
	1978 JS&KS	E	17	E	27	I	27	I	22	A	22	A	16
Science Research Associates (SRA)	1984 P&Q	D	32	E	26	E	41	E	41	F	24	G	28
Stanford Achievement Test (SAT)	1982 E, F&G	P3	30	11	29	12	29	12	32	A	38	A	32
All Other Commercial Tests		23		26		30		31		32		29	
Locally Developed Criterion-Referenced Tests		77%		77%		77%		77%		77%		77%	

*The levels listed are those minimally acceptable for the grade indicated. If your district uses a higher level test, the MLP for the grade in question still remains the one indicated for that grade in the above chart.

APPENDIX D

PROCEDURES FOR MODIFICATION/AMENDMENT OF THE BSI APPLICATION

Discussion

Districts are expected to carry out the objectives and activities as approved in the program application. Alterations in the program during the school year should be minimal and must be approved by SEA staff before the change is implemented.

If the LEA is unable to perform services as approved, a revision of the program application must be submitted. A revision is a modification of the previously approved program that does not increase or decrease the total funding for the program. A revision may be requested to transfer funds for performance of other services. Such services should not be initiated prior to receipt of written approval by the SEA of the revision requested.

A request for program modification may be approved when: evaluation data indicate that changes are needed to improve the effectiveness of the program, funding levels of the approved program are increased or decreased, or when surplus funds have been generated for program improvement or summer school projects.

Following are examples of changes in a program that require SEA approval:

- A completely new project that replaces fully or partially a previously approved project;
- A reduction, deletion, expansion, or extension of approved services, activities, materials, supplies, equipment or facilities;
- A change in staff that increases, decreases or substitutes personnel; or
- A summer school project.

Instructions

The procedure for applying for revisions to an approved BSI program application is as follows:

1. LEA shall complete new budget and budget breakdown pages and indicate at the top of the pages "REVISION." The date of the revision should also be recorded on the new pages.

2. Revisions of any and all other pages of the application on which data will change should be attached to the budget revision pages.

3. A letter of addendum should clearly outline and justify the need for the requested revision(s).

4. Submit two copies of all program application revisions to the county office of education.

5. Revisions shall not be implemented prior to written approval from the county superintendent.

APPENDIX E

PROCEDURES FOR APPROVAL OF CONTRACTUAL AGREEMENTS AND SUBMISSION OF REQUESTS FOR PROPOSAL

Discussion

LEAs planning to make purchases of equipment or services in excess of $8,700 from one vendor or sub-contractor either by single purchase or in the aggregate such as:

a) purchase of computer equipment;

b) engaging the services of sub-contractors to perform evaluation, in-service, or other related services;

c) or any other purchase subject to bids per the Public Contracts Guidelines

for Chapter 1 must comply with the procedures outlined below.

When the LEA budgets funds in the fiscal data section of the BSIP application, the LEA shall submit to the SEA at the time of application submission, three copies of a REQUEST FOR PROPOSAL (RFP) for these services.

A separate REQUEST FOR PROPOSAL must be developed and submitted for each individual service that the LEA plans to sub-contract, and for computer or media equipment costing over $8,700 whether purchased by state contract or by competitive bid. LEAs that plan to utilize sub-contractors for more than one type of service, if the services are unrelated, must submit separate RFPs for each service.

Instructions

The RFP should be designed in a format that includes, but is not necessarily limited to, the following items:

- A date by which proposals must be submitted;
- A description of the basis on which proposals will be judged;
- A description of the specific services to be performed;
- The time constraints regarding the services to be performed;
- A listing of the components included in the proposal, with specifics for each component;
- A listing of the activities to be performed with approximate dates indicating when these activities will be completed;

- The request for a cost projection for each activity to be performed;
- A description of the specific responsibilities of the contractor in relationship to the services requested; and
- A request for a description of the competencies of the contractor and its staff to perform the required services.

Evaluation contracts should contain an indication of the data set (variables), method of analysis, anticipated products (charts, visual illustrations), and reports that will be produced.

Where applicable, technical proposals that will call for the use of computer analysis must include within the cost proposal an item breakdown for keypunching, telephone wiring, computer time, and programming. Other costs should be itemized as indicated in above item.

The process outlined below must be followed and LEAs are not to complete a contract until written authorization to do so has been given by the SEA:

- LEAs must submit three copies of the REQUEST FOR PROPOSAL (RFP) to the SEA at the time of program application submission before it is circulated to prospective contractors;
- Review of RFP by the SEA;
- Notification of approval or need for modification by the SEA;
- When notified of approval, LEAs may circulate the RFP to prospective contractors;
- LEAs must submit to the SEA before the contract is completed, two copies of the proposal and contract developed by the contractor selected by the LEA.
- Review of proposal and contract specifications by the SEA;
- Notification of approval or need for modifying of proposal and contract by SEA;
- When notified of approval, LEAs may complete the contract; and
- LEAs must submit two copies of the completed contract to the SEA.

APPENDIX F

APPLICATION FOR NEGLECTED OR DELINQUENT INSTITUTIONS

DISCUSSION

This section is to be completed only if the LEA's Chapter 1 allocation is based in part on the number of children living in eligible institutions.

INSTRUCTIONS

Item A **Certification**

1. **Authorized Local Educational Agency**:

   - Enter the county and district names and codes.
   - Enter the name and title of the person to be contacted in regard to the neglected or delinquent application.
   - Enter the telephone number of the contact person.
   - Type or print the name of the chief school administrator.
   - Enter the signature of the chief school administrator and the date signed.
   - Type or print the name of board secretary/ business administrator.
   - Enter the signature of the board secretary/ business administrator and the date signed.

2. **Participating Neglected or Delinquent Institution(s)**

   Complete the following information for each participating agency:

   - Enter the legal name and code of the authorized LEA.
   - Enter the mailing address.
   - Enter the county name and code.
   - Enter the name and title of the person to be contacted in regard to the neglected or delinquent application.

- Enter the telephone number of the contact person.

- Type or print the name of the authorized representative.

- Enter the signature of the authorized representative and the date signed.

Item B **Eligible Institutions located in Applicant's District**

Column 1: List the name of each eligible institution.

Column 2: Enter the total number of residents of each institution under age 21.

Column 3: Enter the number of children who reside in the institution(s) and are not enrolled in any school district but are eligible for enrollment (Dropouts).

Column 4: Enter the number of children in Columns 2 and 3 who reside in each institution and are enrolled in a public school.

Column 5: Enter the number of children in Columns 2 and 3 who reside in each institution and are enrolled in a private school.

Column 6: Enter the number of children in Columns 2 and 3 who reside in each institution and who attend school within the institution.

Column 7: Add the numbers of children across the line from Columns 4, 5 and 6 for each institution.

Enter the total for each institution.

Item C Enter the estimated number of institutionalized children who will participate in projects by grade span grouping, service and type of enrollment, Columns 2-10.

Add all columns and enter the totals.

Item D Enter the estimated number of Chapter 1-funded personnel who will be assigned to projects for neglected, delinquent or correctional children.

For Columns 2, 3 and 4 enter the number of Chapter 1 staff who will be participating in the in-service training program(s).

Enter the totals for 2a, 3a, and 4a.

Note: If the children are participating as members of a large group in a project operated in the public schools, the staff serving them does not need to be included in the count.

Item E — Enter by institutional designation the number of Chapter 1 funded institution staff to receive in-service training.

NEW JERSEY STATE DEPARTMENT OF EDUCATION
DIVISION OF COMPENSATORY/BILINGUAL EDUCATION

APPLICATION FOR NEGLECTED OR DELINQUENT INSTITUTIONS

(Children Living in Institutions for Neglected or Delinquent Children)

FISCAL YEAR 1989

NOTE: This section is to be completed only if the local educational agency's ECIA Chapter I allocation is based in part on the number of children living in eligible institutions.

A. Certification

1. Authorized Local Educational Agency

COUNTY NAME ____ CODE ____

LEGAL NAME OF DISTRICT ____ CODE ____

NAME AND TITLE OF CONTACT PERSON

TELEPHONE NUMBER OF CONTACT PERSON

CHIEF SCHOOL ADMINISTRATOR

SIGNATURE DATE SIGNED

BOARD SECRETARY/BUS. ADMINISTRATOR

SIGNATURE DATE SIGNED

2. Participating Neglected or Delinquent Institution(s)

LEGAL NAME OF INSTITUTION ____ CODE ____

COUNTY ____ CODE ____

STREET ADDRESS OF INSTITUTION

NAME AND TITLE OF CONTACT PERSON

CITY OR TOWN ZIP CODE

( )
TELEPHONE NUMBER OF CONTACT PERSON

AUTHORIZED REPRESENTATIVE

SIGNATURE DATE SIGNED

B. Eligible Institutions Located in Applicant's (LEA) District

Names of Eligible Institutions Located in Applicant's District	Total Number of Children (Under 21) Living in Each Institution (est.)	No. of Children in Col. 2 NOT Enrolled in an LEA but Eligible for Enrollment (Dropouts Only)	NUMBER OF INSTITUTIONALIZED CHILDREN (Columns 2 and 3)			
			Enrolled in Public Schools	Enrolled in Private Schools	Enrolled in Institutional Schools	TOTAL (Columns 4+5+6)
(1)	(2)	(3)	(4)	(5)	(6)	(7)

C. Estimated Number of Institutionalized Children who will Participate in Project(s) by Grade Span Grouping, Service and Type of Enrollment (Estimated Numbers)

Grade Span Grouping and Dropouts	CHILDREN LIVING IN INSTITUTIONS NEGLECTED CHILDREN				CHILDREN LIVING IN INSTITUTIONS DELINQUENT CHILDREN				Total Number of Participating Children (Cols. 5+9)
	Number Enrolled in Public Schools	No. Enrolled in Private Schools	No. Enrolled in Institutional Schools	Total (Cols. 2+3+4)	Number Enrolled in Public Schools	No. Enrolled in Private Schools	No. Enrolled in Institutional Schools	Total (Cols 6+7+8)	
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)
Pre-K									
Kindergarten									
Grades 1-6									
Grades 7-12									
Dropouts from LEAs (Item B, Col. 3)									
Total Number of Participants									

D. Chapter I Staff Assigned Specifically to Conduct Activities Solely for Institutionalized Children

MAJOR ACTIVITY ASSIGNMENTS	ESTIMATED NUMBER OF STAFF ASSIGNMENTS		
	FOR CORRECTIONAL	FOR NEGLECTED CHILDREN	FOR DELINQUENT CHILDREN
(1)	(2)	(3)	(4)
TEACHERS			
OTHER PROFESSIONAL			
NON-PROFESSIONAL			
TEACHER AIDES			
TOTAL	2a.	3a.	4a.

E. Number of Chapter I Institution Staff to Receive In-Service Training

Correctional Staff (Item C, 2) _____ Delinquent Children Staff (Item C, 4) _____

Neglected Children Staff (Item C, 3) _____ Total Number of Staff to Receive Training _____

APPENDIX G

CARRY-OVER FUNDS (ECIA CHAPTER 1 ONLY)

Discussion

Chapter 1 funds may be carried over for one additional year past the original grant year. These funds must be applied for by May 1, 1989 using the appropriate forms. **Districts that do not apply for carry-over funds by May 1, 1989 may forfeit their use.**

Carry-over funds may be budgeted for Line Item #200-Instructional Personnel, and Line Item #800-Fixed Charges. Any exceptions to these line item accounts must be approved by the SEA. Districts may not expend or obligate any carry-over funds until approved by the SEA. **Carry-over funds must be expended by September 30, 1989.**

Instructions

A. **Application Information** - **Complete in full.**

B. **Chief School Administrator Certification**

- Type the name of the chief school administrator and the board secretary/business administrator.
- Signatures of the chief school administrator and board secretary/business administrator should be affixed and the date of signature should be entered.

C. **Fiscal Data**

Column 01: Enter the number of personnel by category listed under Instructional Personnel (Account 200) that will be funded with carry-over funds.

Column 02: Enter the amount of carry-over funds that will be used to fund the Instructional Personnel (Account 200) noted in Column 01.

Column 03: Enter the amount of carry-over funds that will be used for Fixed Charges (Account 800).

Column 04: Enter the total amounts of carry-over funds used for Instructional Personnel Salaries (Account 200) and Fixed Charges (Account 800).

Totals: Enter the total amounts for Columns 01, 02, 03, and 04.

- Enter the number of months the carry-over funds will be used to support the personnel listed in Column 01.

- Indicate whether additional staff members will be employed with these carry-over funds.

- If YES, enter the number of months the additional staff will be employed. List the number of additional project participants that will receive service, if any.

D. Program Data

- Indicate whether the carry-over funds will be used to support an additional project as an addition to the Basic Skills Improvement Program.

- If YES, complete the project description page questions 1, 2 and 3 of this carry-over application.

SUBMIT TWO COPIES OF THE COMPLETED APPLICATION BY MAY 1, 1989 TO THE COUNTY OFFICE OF EDUCATION.

NEW JERSEY STATE DEPARTMENT OF EDUCATION
DIVISION OF COMPENSATORY/BILINGUAL EDUCATION

APPLICATION FOR ECIA CHAPTER I PL 98-211
FY 1988 CARRY-OVER FUNDS
(Year Ending June 30, 1989)

A. Applicant Information

COUNTY NAME _____ CODE ☐☐

LEGAL NAME OF DISTRICT _____ CODE ☐☐☐☐

NAME AND TITLE OF CONTACT PERSON _____

STREET ADDRESS OF DISTRICT _____

CITY OR TOWN _____ STATE _____ ZIP CODE _____

( ) TELEPHONE NUMBER _____

B. Chief School Administrator Certification

I HEREBY CERTIFY THAT THE INFORMATION CONTAINED IN THIS APPLICATION IS CORRECT, DOCUMENTED AND AVAILABLE FOR REVIEW.

NAME OF CHIEF SCHOOL ADMINISTRATOR _____ SIGNATURE OF CHIEF SCHOOL ADMINISTRATOR _____ DATE SIGNED _____

NAME OF BOARD SECRETARY/BUSINESS ADMINISTRATOR _____ SIGNATURE OF BOARD SECRETARY/BUSINESS ADMINISTRATOR _____ DATE SIGNED _____

C. Fiscal Data

		NUMBER (1)	SALARY (2)	OTHER (3)	TOTAL (4)
200	INSTRUCTIONAL PERSONNEL				
	PRE-KINDERGARTEN				
	KINDERGARTEN				
	ELEMENTARY				
	SECONDARY				
	AIDES				
800	FIXED CHARGES				
	TOTALS				

Enter the number of months the Chapter 1 FY 1989 staff members (listed above—Column 1) will be paid from FY 1988 Carry-over Funds (after approval date and before September 30, 1989). _____

—Will additional staff members be employed with FY 1988 funds? ☐ YES ☐ NO

—Enter the number of months the additional staff will be employed. _____ (Number of Months Employed)

—Enter the number of additional children to be served, if any. _____ (Number of Children Served)

D. Program Data

Funds will be used for an additional project as an addition to the FY 1989 Program. (If YES, complete the Project Description Page.) ☐ YES ☐ NO

APPLICATION FOR ECIA CHAPTER I PL 98-211
FY 1988 CARRY-OVER FUNDS
(Year Ending June 30, 1989)

Project Description Page

COUNTY NAME	CODE	LEGAL NAME OF DISTRICT	CODE

Project Area: _____ **(Provide a separate page for each project area.)**

1. **Indicate the criteria used to select participants for the additional project.**

2. **List the special needs (cognitive and non-cognitive) of participants selected for the additional project.**

3. **Describe the services to be provided to meet the special needs of participants for the additional project.**

BEST COPY AVAILABLE

APPENDIX H

CERTIFICATE FOR COOPERATIVE PROJECTS

Discussion

Two or more local educational agencies may, at their option, enter into an agreement for carrying out jointly operated basic skills improvement programs with Chapter 1 funds. If two or more LEAs agree to a cooperative project, a "Certificate for Cooperative Projects" must be completed and submitted to the SEA at the same time the Basic Skills Improvement Program Application is submitted for approval.

Instructions

A. Certification:

1. Designated Administrative and Fiscal Agent

- Enter the legal name and code of the administrative and fiscal agent.
- Enter the county name and code.
- Enter the name and title of the person to be contacted in regard to the certificate for cooperative projects.
- Enter the telephone number of the contact person.
- Type or print the name of the chief school administrator.
- Enter the signature of the chief school administrator and the date signed.
- Type or print the name of the board secretary/business administrator.
- Enter the signature of the board secretary/business administrator and the date signed.

2. Participating District

- Enter the legal name and code of the participating district.
- Enter the county name and code.
- Enter the name and title of the person to be contacted in regard to the certificate for cooperative projects.
- Enter the telephone number of the contact person.

- Type or print the name of the chief school administrator.

- Enter the signature of the chief school administrator and the date signed.

- Type or print the name of the board secretary/business administrator.

- Enter the signature of the board secretary/business administrator and the date signed.

NOTE: If there is more than one participating agency/district, duplicate this page and complete Item A, Part 2, for each participating agency/district.

B. Participating Students and Chapter 1 Allocation

Column 1 - Enter the legal name for each participating agency/district.

Column 2 - Enter the amount of Chapter 1 allocation released to the authorized administrative and fiscal agent by each participating agency/district.

Column 3 - Enter the number of eligible Chapter 1 students, public and non-public, for each participating agency/district.

Column 4 - Enter the number of participating Chapter 1 students, public and non-public, for each participating agency/district.

Totals - Add Columns 2, 3 and 4 and enter the total amount for each Column.

CERTIFICATE FOR COOPERATIVE PROJECTS FOR JOINTLY OPERATED BASIC SKILLS IMPROVEMENT PROGRAMS

Cooperative projects may be submitted by two or more eligible local educational agencies. Each participating agency should:

- authorize participation as a cooperative project;
- identify the amount of Chapter 1 funds to be released;
- designate an authorized representative to sign the certificate for cooperative agreement;
- either accept administrative and fiscal responsibility for the basic skills program or designate another LEA as the administrative and fiscal agent, and
- complete Section I, Basic Data, of the Basic Skills Improvement Program (BSIP) Application.

CERTIFICATION OF PARTICIPATING AGENCIES

Each of the undersigned certifies that, to the best of his/her knowledge, the information contained in the BSIP application is correct and complete; that the agency represented has been authorized to file the Basic Skills Improvement Program (BSIP) Application and that such authorization is recorded in the minutes of the agency's board of education meeting held on the date shown below. The administrative and fiscal agent named below for this program is authorized to receive and expend only those amounts of Chapter 1 funds shown below in Item B, Column 2, for the purpose of implementing the projects outlined in the BSIP application submitted to the SEA. Further, all participating agencies are also in agreement concerning the final disposition of equipment, facilities, and materials purchased for the programs conducted with Chapter 1 funds.

A. CERTIFICATION

1. Designated Administrative and Fiscal Agent

Legal Name of District _____ Code _____ County _____ Code _____

Name of Chief School Administrator _____ Name and Title of Contact Person _____

Signature _____ Date Signed _____ ( ) Telephone Number of Contact Person _____

Name of Board Secretary/Business Administrator _____ Signature _____ Date Signed _____

2. PARTICIPATING DISTRICT

Legal Name of District _____ Code _____ County _____ Code _____

Name of Chief School Administrator _____ Name and Title of Contact Person _____

Signature _____ Date Signed _____ ( ) Telephone Number of Contact Person _____

Name of Board Secretary/Business Administrator _____ Signature _____ Date Signed _____

B. PARTICIPATING STUDENTS AND CHAPTER 1 ALLOCATIONS

List the number of eligible and participating Chapter 1 students and the amount of the Chapter 1 allocation(s) released by each agency/district certifying their participation in a jointly operated basic skills improvement program.

Column 1	Column 2	Column 3	Column 4
Participating Agency	Amount of Chapter 1 Allocation	Eligible Chapter 1 Students	Participating Chapter 1 Students
1.			
2.			
3.			
TOTALS			

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APPENDIX I

APPLICATION FOR ECIA CHAPTER 1 REALLOCATED FUNDS

DISCUSSION

Each fiscal year the SEA is required to notify LEAs that excess Chapter 1 funds are available for reallocation to districts that have the greatest need for such funds.

To apply for application for Chapter 1 reallocated funds, a district must submit two copies of the ECIA Chapter 1 reallocated application for funds to the office of the county superintendent of schools no later than February 28, 1989.

Instructions: Page 1

A. **Applicant Information:**

- Enter the county name and code.
- Enter the legal name of the applicant agency and code.
- Enter the name and title of the person to be contacted in regard to the application.
- Enter the telephone number of the contact person.

B. **Type of Basic Skills Improvement Program Application Revisions:**

Check the type of revision(s) submitted to identify the use of the requested Chapter 1 reallocated funds.

C. **Request for Funds:** Enter the amount of Chapter 1 reallocated funds requested.

D. **Chief School Administrator Certification:**

- Enter the date of the agency's board meeting approving the submission of the application.
- Type or print the name of the chief school administrator.
- Enter the signature of the chief school administrator and the date signed.
- Type or print the name of the board secretary/business administrator.
- Enter the signature of the board secretary/business administrator and the date signed.

Instructions: Page 2

- Enter the county and district names and codes.
- Enter the project area for Chapter 1 reallocated funds. Duplication of this page will be necessary for reporting more than one project area.

A. **Criteria Used to Select Participants:**

Present a brief statement of need as related to the population to be served by these project funds (public and non-public).

B. **List of Special Needs (cognitive and non-cognitive):**

List the specific student needs identified in Item A.

C. **Services to Meet the Special Needs:**

Describe or list the specific services or activities to be used in order to achieve the previously stated student needs (Item B).

D. **Evaluation Process:**

Describe how you will determine if the student needs or objectives have been met and how the project results will be reported.

Instructions: Page 3

- Enter the county and district names and codes.
- List only the expenditures to be paid from Chapter 1 reallocated funds requested. Do not include local, state or federal basic skills improvement program funds previously approved.
- On a separate page, provide a detailed justification for the proposed Chapter 1 reallocated budget. Itemize all expenditures following the outline of "Budget Categories." All requests for funds must be related to the project services and/or activities reported.

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NEW JERSEY STATE DEPARTMENT OF EDUCATION
DIVISION OF COMPENSATORY/BILINGUAL EDUCATION

APPLICATION FOR E.C.I.A. CHAPTER 1 REALLOCATED FUNDS

A. Applicant Information:

_____ / / / _____ / / / / /
COUNTY NAME CODE LEGAL NAME OF DISTRICT CODE

_____
NAME AND TITLE OF CONTACT PERSON

( )
_____
TELEPHONE NUMBER OF CONTACT PERSON

B. Type of Basic Skills Improvement Program Application Revisions:

___ BUDGET REVISIONS

___ PROGRAM REVISIONS

C. Request for Funds:

ENTER THE AMOUNT OF CHAPTER 1 REALLOCATED FUNDS REQUESTED $_____.

D. Chief School Administrator Certification:

I HEREBY CERTIFY THAT THE INFORMATION CONTAINED IN THIS APPLICATION IS CORRECT, DOCUMENTED AND AVAILABLE FOR REVIEW. THE AGENCY NAMED ABOVE HAS AUTHORIZED ME AS ITS REPRESENTATIVE TO FILE THIS APPLICATION AND SUCH ACTION IS RECORDED IN THE MINUTES OF THE AGENCY'S MEETING HELD ON _____.

_____ _____ _____
CHIEF SCHOOL ADMINISTRATOR SIGNATURE DATE SIGNED

_____ _____ _____
BOARD SECRETARY/BUSINESS ADMINISTRATOR SIGNATURE DATE SIGNED

CHAPTER 1 REALLOCATED FUNDS

PROGRAM REVISIONS

COUNTY: _____ / / / DISTRICT: _____ / / / / / /

PROJECT AREA: _____
(Provide a separate page for each project.)

FOR EACH PROJECT AREA IDENTIFIED, COMPLETE ITEMS A, B, C, AND D.

A. INDICATE THE CRITERIA USED TO SELECT PARTICIPANTS FOR THE EXPANDED OR ADDITIONAL PROJECT AREA.

B. LIST THE SPECIAL NEEDS (COGNITIVE AND NON-COGNITIVE) OF PARTICIPANTS SELECTED FOR THE EXPANDED OR ADDITIONAL PROJECT AREA.

C. DESCRIBE THE SERVICES TO BE PROVIDED TO MEET THE SPECIAL NEEDS OF PARTICIPANTS SELECTED FOR THE EXPANDED OR ADDITIONAL PROJECT AREA.

D. DESCRIBE THE EVALUATION PROCESS FOR THE EXPANDED PROJECT OR THE ADDITIONAL PROJECT AREA.

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CHAPTER 1 REALLOCATED FUNDS
BASIC SKILLS IMPROVEMENT PROGRAMS—FISCAL DATA

County: _____ Code _____ District: _____ Code: _____

1. **Attach a detailed Budget Breakdown for the proposed budget for Chapter 1 Reallocated Funds.**

Line	ACCOUNTS		Total Number Positions	Local Resources Equalization Aid	State (SCE)	Chapter I	Total Appripria-tions
(1)	(2)		(3)	(4)	(5)	(6)	(7)
1	100	Administration					
2		Indirect Cost					
3	212	Salaries Supervisors of Instruction					
4	213	Salaries Teachers					
5	214	Salaries Other Instructional Staff					
6	215	Salaries Secretarial					
7	216	Other Salaries for Instruction					
8	220	Textbooks					
9	230	School Library and Audio/Visual Materials					
10	240	Teaching Supplies					
11	250	Other Expenses					
12	300	Attendance Services					
13	400	Health Services					
14	500	Transportation Curriculum Activity					
15	600	Operation of Plant					
16	700	Maintenance of Plant					
17	730	Purchase/Instructional Equipment					
18	810	Employee Retirement Contributions					
19	820	Insurance-Judgements					
20	830	Rental					
21	900	Food Services					
22	1000	Student Body Activities					
23	1100	Community Service					
24	1200	Total Capital Outlay					
25		Total Basic Skills Appropriations					

APPENDIX J

REVISING THE BASIC SKILLS IMPROVEMENT APPLICATION FOR SUMMER PROGRAMS

DISCUSSION:

Local school districts that wish to extend their FY 1989 basic skills improvement program to include a summer program must submit revisions to the Basic Skills Improvement Program Application for review and approval. These revisions should be reflected on the Cover Page, the Program Description Page, the Count of Participants Page, the Fiscal Data Page and the Budget Breakdown Page.

Local school districts may use FY 1989 federal ECIA Chapter 1 funds in the same line accounts approved in the regular school year application budget. State compensatory education funds for FY 1989 may be obligated for supplies and materials to be used during the summer, 1989. State compensatory education funds for FY 1990 may be used for salaries and other line items to be expended during the summer, 1989.

The following criteria should be utilized in the selection of student participants for summer school extension programs.

Students may be selected for participation in summer BSI programs who:

- participated in Chapter 1 programs during the regular year; or
- were eligible for Chapter 1 services during the regular year but did not receive Chapter 1 services. (The district must assure the participation of these students in the FY 1990 regular Chapter 1 program); or
- attended an eligible Chapter 1 school but only received state compensatory education services.

Students who attended a non-eligible Chapter 1 attendance area school and only received state compensatory education services, are not eligible to participate in the Chapter 1 summer school extension program.

Districts that plan to fund a local school program may supplement the local effort with state or federal funds for the identified students.

INSTRUCTIONS:

Complete the following revisions to apply:

SECTION I - COVER PAGE:

PART A. APPLICANT INFORMATION: COMPLETE IN FULL

PART B. REQUEST FOR FUNDS: COMPLETE IN FULL

1a. Total FY 1989 SCE Entitlement

2a. Amount of FY 1989 SCE funds to be obligated during the summer and/or amount of FY 1990 funds to be used for summer extension.

1b. Total FY 1989 ECIA Chapter 1 Allocation

2b. Amount of FY 1989 ECIA Chapter 1 funds to be used for summer school extension.

PART C. STATEMENT OF ASSURANCES

PART D. CERTIFICATION: COMPLETE IN FULL

SECTION VI - PROGRAM DESCRIPTION: COMPLETE IN FULL

On the program description page, complete Items A, B, C and D for each project area checked at the top of the page.

SECTION VII - Count of Participants by Project, by School: Complete in Full

On the Count of Participants Page, complete in full Columns A, B, C. D. and E for each project area checked at the top of the page.

SECTION IX AND X - Fiscal Data and Budget Breakdown: Complete in Full

The Budget Summary Page and the Budget Breakdown Page should be revised to reflect a budget summary and a budget breakdown for each of the following:

a. The regular school year only;

b. The summer school extension only; and

c. The combination of regular school year and summer school extension.

Two copies of the revisions should be submitted by May 1, 1989 to the office of the county superintendent of schools.

APPENDIX K

NEW JERSEY NON-PUBLIC SCHOOL CONSULTATION RECORD: ECIA CHAPTER 1

DISCUSSION

The LEA is responsible for contacting all non-public schools, in and out of the district, which serve students in eligible attendance areas and for consulting with non-public school officials about assessment, planning and implementation of Chapter 1 remedial services to eligible students.

The record(s) of consultation should be attached to the BSIP application.

INSTRUCTIONS

- Complete Parts A and B of the form and mail a copy to each non-public school serving students in eligible attendance areas in the district.
- Ask each non-public school to complete Parts C and D, sign the certifications at the bottom, and return the form within 15 days.
- Attach a copy of the form for each responding non-public school to the BSIP application.
- Keep documentation in the district to show that the form was sent to each non-public school.

NEW JERSEY NON-PUBLIC SCHOOL CONSULTATION RECORD: ECIA CHAPTER 1

A. **To be completed by Local Educational Agency (LEA)**

County Name _____ Code _____

Legal Name of District _____ .Code _____

Street Address of District _____

Name and Title of Contact Person _____

City or Town _____ Zip Code _____

( ) _____
Telephone Number of Contact Person

B. _____
Date Forwarded to Non-public School

C. **To be completed and returned to the LEA by each non-public school within 15 days of mailing by public school**

Name of Non-public School _____

Name and Title of Contact Person _____

Street Address _____

( ) _____
Telephone Number of Contact Person

City or Town _____ Zip Code _____

D. **Response by Non-public School**

___ YES ___ NO 1. Will the non-public school participate in the ECIA Chapter 1 Program?

If yes, complete the following:

___ YES ___ NO 2. Were you represented in planning sessions for the program?

___ YES ___ NO 3. Did planning and consultation with you, or your representative, include identification of eligible children?

___ YES ___ NO 4. Did planning and consultation with you, or your representative, include discussion of the schedule and site for delivery of services?

COMMENTS:

Certification: I certify that the above information is accurate.

Signature _____ Title _____ Date _____

APPENDIX L
TEST CODES

Use only the listed codes to report assessment and evaluation instruments. It is important to note the following:

- Test codes do not represent SEA approval of an instrument; and
- Additional test codes must be obtained from the Division of Compensatory/Bilingual Education (609/292-8390).

Appendix L-1 contains the codes for norm-referenced instruments.

Appendix L-2 contains the codes for criterion-referenced instruments.

Appendix L-3 contains other instruments.

For the first time this year, use the following codes for all locally developed (LEA) instruments for Pre-K, K, Grade 1 and Grade 2.

	CODE
Prekindergarten locally developed instrument	800
Kindergarten locally developed instrument	801
Grade 1 locally developed instrument	802
Grade 2 locally developed instrument	803

APPENDIX L-1

TEST CODES: INSTRUMENTS WITH NORM-REFERENCED INTERPRETATION

INSTRUMENT	PUBLISHER'S NAME	EDITION	CODE
*Basic Skills Assessment Test	CTB McGraw-Hill	1978	100
*California Achievement Test (CAT)	CTB McGraw-Hill	1978	120
		1985	121
*Circus	CTB McGraw-Hill	1979	140
Comprehensive Assessment Program Achievement Series (CAP)	American Testronics	1980	150
Comprehensive Testing Program (CTP)	Educational Records Bureau	1985	160
Comprehensive Tests of Basic Skills (CTBS)	CTB/McGraw-Hill	1982	180
		1985	181
Criterion Referenced Test	Charles Merrill	1983	190
*CTBS Espanol	CTB/McGraw-Hill	1979	195
Curriculum Ref. Tests of Mastery (CRTM)	Charles E. Merrill	1984	197
Diagnostic Mathematics Inventory (DMI)	CTB/McGraw-Hill	1980	200
Educational Development Series	Scholastic Testing Service	1984	205
*Gates MacGinitie	Riverside Publishing Co.	1978	210
*Individualized Criterion Referenced Test (ICRT)	Educational Progress	1979	220
Iowa Test of Basic Skills (ITBS)	Riverside Publishing Co.	1978	250
		1982	260
		1985	261
*Iowa Test of Educational Development (ITED)	Science Research Associates	1981	270
*Key Math	American Guidance Service, Inc.	1978	280
Kaufman Test of Educational Achievement		1985	285
**Language Assessment Battery (LAB)	New York City Bd. of Ed.	1982	226
**Maculaitis Assessment Program (MAC)	Alemany Press	1982	234
*Metropolitan Achievement Test	Psychological Corp.	1978-79	290
		1985	291
Metropolitan Achievement/ Readiness Test	Psychological Corp.	*1976	300
		1985	301
Minimum Essentials Test	American Testronics	1981	310

* Within the next two years these tests may have norms that are more than ten years old. Continued use of these tests after the 1988-89 school year will require special written approval from the Bureau of Academic and Cognitive Skills.

** These are norm referenced language proficiency tests.

APPENDIX L-1 (con't.)

INSTRUMENT	PUBLISHER'S NAME	EDITION	CODE
National Test of Basic Skills		1985	315
Nelson Reading Test	Riverside Publishing Co.	1981	321
*Prescriptive Reading Inventory	CTB McGraw-Hill	1978	340
Reading Yardsticks	Riverside Publishing	1981	350
Scan-tron Reading Test	American Testronics	1985	355
Secondary Level English Proficiency Test (SLEP)	Educational Testing Serv.	1981	238
*Sequential Tests of Educational Progress	CTB-McGraw Hill	1979	360
SRA Achievement Series	Science Research Asso.	1978(1984)	370
		1978	380(Norms)
SRA Survey of Basic Skills	Science Research Asso.	1985(Norms	381(Norms)
Stanford Achievement Test (SRA)	Psychological Corp.	1982	400
		1986	401
Stanford Diagnostic Test	Psychological Corp.	1984	411
Stanford Test of Academic Skills (TASK)	Psychological Corp.	1982	430
*Tests of Achievement & Proficiency (TAP)	Riverside Publishing	1978	460
		1982	470
		1985	471
*Testing of Basic Experience (TOBE)	McGraw-Hill	1979	480
The Three R's	Riverside Publishing Co.	1982	490
*Wide Range Achievement Test (WRAT)	Jastak Associates	1978	500
Woodcock Reading Test	American Guidance	1978	510
**Woodcock Language Proficiency Test	American Guidance		515
Locally Developed Criterion Reference Test			520

* Within the next two years these tests may have norms that are more than ten years old. Continued use of these tests after the 1987-88 school year will require special written approval from the Bureau of Academic and Cognitive Skills in the Division of General Academic Education.

** These are norm referenced language proficiency tests.

APPENDIX L-2

TEST CODES: INSTRUMENTS WITH CRITERION-REFERENCED INTERPRETATION

INSTRUMENT	PUBLISHER'S NAME	EDITION	CODE
ABC Inventory	Educational Studies & Development	1965	600
Basic Achievement Skills Individual Screener (BASIC)			601
Basic Arithmetic Skills Eval. (BASE)	Readers Digest	1981	602
Basal Reading Test (Specify Publisher Form)			602
Boehm	Psychological Corp.		605
Brigance	Curriculum Assoc.		606
Camden ESL CRT	Camden City Sch. Dist.		607
Camden Proficiency Test	Camden City Sch. Dist.		608
Chicago Short Tests of Linguistic Skills	Chicago School District		609
Cognitive Skills Assessmeet	Boehm/Slater		611
Denver Development Early Childhood	Ladoca Pub. Foundation		612
Dial	Childcraft Ed. Corp.	1981	613
Falls River	Falls River School District		614
Gesell Development Test	Programs for Ed. Inc.		616
Gesell Preschool Test	Programs for Ed. Inc.	1980	617
High School Proficiency Test (HSPT)	SEA	1985	618
IDEA Mastery Tests	Ballard & Tighe, Inc.	1975	619
IDEA Oral Lang. Prof. Test-Eng.	Ballard & Tighe, Inc.	1979	620
IDEA Oral Lang. Prof. Test II-Eng.	Ballard & Tighe, Inc.	1983	621
Illinois Test of Psycholinguistic Ability	University of Illinois		622
Inventory of Readiness	Harcourt Brace		623
Language Assessment Scales	DeAvilla, Duncan & Assoc.		624
Language Proficiency Test	Academic Therapy Pub.	1981	625
LEAMOS: Spanish Developmental Reading	Amidon Assoc.		626
McCarthy Scales	Psychological Corp.		627
Metropolitan Readiness Test (MRT)	Psychological Corp.	1976	628
Minimum Basic Skills Test	SEA		629
Moreno Oral English/ Spanish Proficiency Test	Moreno Educational Co.		630
Nat'l. Ed. Dev. Test (NEDT)	Science Research		631

APPENDIX L-2 (con't.)

INSTRUMENT	PUBLISHER'S NAME	EDITION	CODE
Pre-Academic Learning Inventory	Academic Therapy		632
Santa Clara Inventory of Developmental Tasks	R.L. Zweig Assoc.	1974	633
Silvaroli Word Rec.	William C. Bacon	1975	634

APPENDIX L-3

TEST CODES: INSTRUMENTS NEEDING FOLLOW-UP

INSTRUMENT	PUBLISHER'S NAME	EDITION	CODE
Los Pruebas de Riverside	Riverside Publishing Co.	1985	281
Addison Wesley Test	Addison Wesley Pub.		701
Addison Wesley Math	Addison Wesley Pub.		702
Basic School Skills Inv.	Follett		707
Battelli Dev. Inventory	Battelle		708
Botel Rdg. Inventory	Botel		709
Cherry Hill ESL Writing Test	LEA		710
D.C. Heath-Kdg.	D. C. Heath Inc.		716
Detroit Test Learning Aptitude	Robert Merrill Co. (1958)		717
Developmental Tasks for Kdg. Readiness	Clinical Psy. Pub. Co.		718
Developmental Test of Visual Motor Integration	Follett Co. (1967)		719
Ginn Mastery Test (Grade 1)	Ginn Co.		732
Goldman-Fristoe Woodcock Test of Auditory Skills	American Guidance (1970)		734
Harper & Rowe Readiness Test	Harper & Rowe Pub.		736
Heilert Gross Motor (Pre K-K)	Heilert		737
Heilert Informal Assessment (Grade 1)	Heilert		738
Heilert (Hays Early Listening)	Heilert		739
Holt End-of-Kdg. Test	Holt Co.		740
Houghton Mifflin	Houghton Mifflin Co.		742
Iowa Ready Step			745
John Test	L.I. Company		748
Knobler Perceptual Dev.			749
Marano Test of Passive Grammar	Louise Marano		751
Marchgeyer Test			752
Murphy Durell Test			754
Peabody Picture Vocabulary Test	American Guidance		756
P.C.R.T.			758
P.O.P.R.S.			759
P.P.V.T. for Kdg. Screening	American Guidance		760
PMA Test	SRA-Verbal and Auditory		763
SARI (Systematic Assessment of Rdg.)	Phi Delta Kappa		766
Scott-Foresman Comp. Achievement Test (Level 12-A)			768
Southern California Figure Ground	W. Psychological Service (1966)		774
Strategies in Early Childhood	Cooperative Educational Service Agencies		775
T.A.B.S. (Test of Arithmetic Basic Skills)	Edits Publisher		780

APPENDIX L-3

TEST CODES: INSTRUMENTS NEEDING FOLLOW-UP

INSTRUMENT	PUBLISHER'S NAME	EDITION	CODE
Utah Test of Lang. Skills			782
Vane Test (Kdg.)	Clinical Psy. Publishers		783
Wepman Auditory Discrimination	Language Resource Association (1973)		785
Winter-Haven Screening Test for Kdg.	Scholastic Testing Service		786
Wisconsin Design			787
Yellow Brick Road	Teaching Resources		788
Kindergarten Search and Teach	Walker Educational Publishers		806
Gunzberg Progress Assessment Chart (Woodbridge Dev. Center)	Agency		848
Kaufman Test of Educational Achievement (Woodbridge Dev. Center)	Agency		860
Locally Developed Behavioral Scale (Hunderton and North Jersey Deve. Center)	Agency		872
Locally Developed Criterion - Referenced Test-Task Analysis (New Lisbon, Woodbine, Camden Dev. Center, Office of Education Direct Services)	Agency		873
Locally Developed Pre-Vocational Assessment Tool (Center Autistic Children)	Agency		874
Orange Grade 1 Pre/Post	Humanics Ltd.		901
Preschool Attainment Record (Vineland Dev. Center)	Agency		914
Sequenced Inventory of Communication Dev. Receptive Scale (Hunterdon Dev. Center)	Agency		926
Mann-suiter Informal Reading Inventory	LEA		957
Fuharty Pre-school Test (1978)	Teaching Resources Corp.		961
Aptitude Achievement Test Educational Records Bureau			965

APPENDIX L-3 (con't.)

INSTRUMENT	PUBLISHER'S NAME	EDITION	CODE
English Language Skills Assessment Newberry House		1980	967
Houghton Mifflin Kindergarten Readines Test (Reading) 1983			968
Dolce Word List			969
Camden Dev. Kindergarten Checklist (Spanish Version)	LEA		974
Camden Dev. Inventory Test for Reading (Spanish Version)	LEA		975
Camden Dev. Inventory Test for Math (Spanish Version)	LEA		976
Allendale Inventory of Readiness Skills - 1977	Educationally Programmers Inc.		983
Cognitive Abilities Test (State Facility - Commission for the Blind)	Agency		984
Everyday Skills Test - McGraw Hill (Union Co. Shelter) - 1969	Agency		986
Learning Accomplishment Profile - 1977 Diagnostic ED-Revised (Katzenbach School for the Deaf)	Agency		990
Hawaii Early Learning Profile (HELP) Monmouth - Ocean EIP	Agency		991
Mecklenburg Motor Development Evaluation Mecklenurg Center (Our Lady of Lourdes)	Agency		992
Reel (Receptive, Expressive, Emergent Language)	University Press-Balt.	1971/1985	993
Reading Steps	Houghton Mifflin	1977	996

APPENDIX L-3 (con't.)

INSTRUMENT	PUBLISHER'S NAME	EDITION	CODE
Self Control Rating Scale	Journal of Consulting and Clinical Psychology (Agency)		997
Mt. Lakes EIP Vocalization Test	Agency	1985	998
Mt. Lakes EIP OT Battery	Agency	1985	999
Jerry L. Johns Basic Reading Inventory	Jerry L. Johns		1001
Woodbine Developmental Scale and Pre-Vocational Communication Guide (Woodbine Deve. Ctr.)	Agency		1002
Zaner Bloser Screening Inventory	Zaner Bloser	1980	1003
Kauffman Assessment Battery	Kauffman	1983	1004
Pre-Reading and Math Skills Test	Economy Co.	1982	1005
Lollipop Test	Humanics Inc.	1981	1006
Gesell Readiness Test	Programs for Ed. Inc.		1008
New Brunswick Language Proficiency Test	LEA		1012
• Early Learning Accompishment	Kaplan Press	1978	1013
• Learning Accomplishment Profile (LAP)	Kaplan Press	1978	1014
• Bayley Infant Development Scales	Psychological Corp.	1969	1015
• The Early Intervention Development Profile (E.I.D.P.)	Univ. of Michigan	1981	1016
• The Carolina Record of Individual Behavior (CRIB)	Frank Porter-Graham	1984	1017

• Early Intervention Program (EIP)

APPENDIX L-3 (con't.)

INSTRUMENT	PUBLISHER'S NAME	EDITION	CODE
• The Zimmerman Preschool Language Scale (PLS)	Merrill Pub. Co.	1979	1018
• The Uzgiris-Hunt Scales of Ordinal Development	University Park Press	1980	1019
• The Erhardt Prehension Profile	Ransco Pub. Co.	1982	1020
• Peabody Picture Vocabulary Test (PPVT)	American Guidance	1981	1021
• Minnesota/Parent Inventory	Behavior Science Systems, Inc.	1979	1022
• Hear Kit	B.A.M. World Markets	1979	1023
Animal Crackers - Reading Test	Ginn Co.	1985	1040
McMillan Math Program	McMillan & Co.	1985	1041
Step Test	Step		1042
Minnesota Kindergarten	Minnesota		1043
Economy Test	Economy Publishers	1987	1049
Vane Test	Vane	1987	1051
Lippincott Readiness	Lippincott Co.	1987	1063
Holt Math Placement	Holt	1987	1065
Early Screening Intervention	Mesels Columbia University		1069
Portuguese Translation of the Comprehensive Test of Basic Skills	Newark School District	1988	1070

• Early Intervention Programs

APPLICATION FOR BASIC SKILLS IMPROVEMENT PROGRAMS

DM/lp:1/403h, 2608h & 1038h

NEW JERSEY STATE DEPARTMENT OF EDUCATION

Division of Compensatory/Bilingual Education
225 West State Street
CN 500
Trenton, New Jersey 08625

APPLICATION FOR BASIC SKILLS IMPROVEMENT PROGRAM
ECIA CHAPTER 1 AND CHAPTER 212 LAWS OF 1975 AS AMENDED
FISCAL YEAR 1989
SECTION I—COVER PAGE

Type of Application (Check One)

☐ Single Attendance Area ☐ Multiple Attendance Areas

A. **Applicant Information:**

_____ ☐☐ COUNTY NAME

_____ ☐☐☐☐ LEGAL NAME OF DISTRICT CODE

_____ STREET ADDRESS OF DISTRICT

_____ NAME AND TITLE OF CONTACT PERSON

_____ CITY OR TOWN ZIP CODE

(____) _____ TELEPHONE NUMBER OF CONTACT PERSON

B. **Request for Funds:**

	State		Federal
1a. Entitlement	$ _____	1b. Allocation	$ _____
2a. Amount of Application	$ _____	2b. Amount of Application	$ _____

C. **Statement of Assurances:**

1) LEA will keep such records and provide such information to the SEA as may be required for fiscal audit and program evaluation.

2) LEA will make provision for services to educationally deprived children attending private elementary and secondary schools and expenditures for these services shall be equal (taking into account the number of children to be served and the special educational needs of such children) to expenditures for children enrolled in the public schools of the LEA.

3) LEA will maintain its effort in the provision of the regular school program.

4) LEA will use funds received under Chapter 1 and SCE only so as to supplement, not supplant regular school funds.

5) LEA will provide services in project areas which, taken as a whole, are at least comparable to services being provided in areas in the LEA which are not receiving funds under Chapter 1. To meet the comparability requirements the LEA has established (a) a district-wide salary schedule; (b) a policy to ensure equivalence among schools in teachers, administrators and auxiliary personnel; and (c) a policy to ensure equivalence among schools in the provision of curriculum materials and instructional supplies.

6) LEA will maintain records showing the names and titles of parents and teachers who were consulted regarding the design of the BSI program and the methods used for such consultation.

7) The control of funds provided to the LEA under each program and title to property acquired with those funds, will be in a public agency. A public agency will administer those funds and property.

8) The LEA will use fiscal control and fund accounting procedures that will ensure proper disbursement of, and accounting for, Federal funds paid to that agency under each program.

D. **Certification:**

_____ _____ _____
CHIEF SCHOOL ADMINISTRATOR SIGNATURE DATE SIGNED

_____ _____ _____
BOARD SECRETARY/BUS. ADMINISTRATOR SIGNATURE DATE SIGNED

SECTION II—BASIC DATA

County: _____ | | District: _____ | | | |

A. **Schools/Resident Data (Number of Schools and Number of School Age Children Residing in District).**

Column 1			Column 2	Column 3	Column 4
RESIDENT CHILDREN ENROLLED IN			Grade Span	Total Number of Schools	Total Number of Resident Children
1. Public Schools	a.	In applicant's school district			
	b.	In other school districts			
2. Non-public Schools	c.	In applicant's school district			
	d.	In other school districts			
3. Private Institutions for Neglected and Delinquent					
4. Not Enrolled in Any School but Eligible for Enrollment (Dropouts)					
5. Total (Sum of 1, 2, 3, 4)					

*Total in Column 4 must equal Total reported in Item C, Column 4 below

B. **Data Source/Resident Children (Enter Source(s) and Date(s))**

1. Public Schools:
   Source _____ Date _____
   Source _____ Date _____

2. Non-public Schools:
   a. In applicant's school district (Item A-2(c))
      Source _____ Date _____
   b. In other school districts (Item A-2(d))
      Source _____ Date _____

C. **Identification of Resident Children by Attendance Area(s)**

Include the number of public and non-public school resident children for each attendance area.

Column 1	Columns 2 and 3		Col. 4	Column 5	Column 6	Col. 7	Column 8
Name of Public School Attendance Area	Grade Span		Total No. Resident Children	Total No. from Low-income Families (5-17)	Percent of Low-income Families	Eligible Attendance Area (Check)	Summary of District-wide Totals/Averages
	From	To					a) Total number of Attendance Areas (Column 1)
							b) Total Resident Children (Column 4)
							c) Total Children from Low-income Families (Column 5)
							d) Average Number of Children (5÷1) Low-income Families
							e) Average Percent of Children (5÷4) Low-income Families

D. **Data Source/Low Income (Check)**

Primary Source

☐ AFDC

Secondary

☐ Free School Lunch ☐ School Survey ☐ US Census

☐ Other (Specify) _____

SECTION III—PARENT-TEACHER AND NON-PUBLIC SCHOOL CONSULTATION

County: _____ ☐☐ District: _____ ☐☐☐☐

A. **Will a district advisory council by maintained?** _____YES _____NO

B. **What contributions did parents/teachers make when consulted during the meeting held on** _____ **(must be prior to submission of application)?**
(date)

C. **What procedures will be used to provide on-going communication and consultation among parents and teachers during the operation of the BSI program?**

D. **Was there consultation with private/non-public school administrators to ensure that equitable services would be provided for eligible participants?**_____YES_____NO

If YES, enter the date(s) this consultation occurred and briefly describe the recommendations that were discussed, accepted, and/or rejected.

Date(s) of consultation sessions:

_____ _____ _____ _____ _____

Description of recommendation(s) that were discussed, accepted, and/or rejected:

_____

_____

_____

_____

_____

_____

If NO, please explain why there was no consultation with private/non-public school administrators:

_____

_____

_____

_____

_____

_____

SECTION IV—PROGRAM NEEDS ASSESSMENT (SINGLE ATTENDANCE AREA)

County: _____ ☐☐ District: _____ ☐☐☐☐

PROJECT AREA (Check One)

_____ COMMUNICATION
_____ Reading _____ Writing
_____ COMPUTATION

_____ COMMUNICATION FOR LEP
_____ Reading _____ Writing
_____ Supplemental ESL
_____ COMPUTATION FOR LEP

_____ HANDICAPPED COMMUNICATION
_____ Reading _____ Writing
_____ HANDICAPPED COMPUTATION

_____ N/D COMMUNICATION
_____ Reading _____ Writing
_____ N/D COMPUTATION

GRADE LEVEL	Column 1		Column 2		Column 3	Column 4		Column 5		Column 6		Column 7		Column 8		Column 9	
	Total Number of Students Assessed		Total Number of Ch. 1 Eligible Students Assessed		District Standard or Norm	ASSESSMENT (Public and Non-public)		Total No. Students Below District Standard/Norm		Total No. Students Below State Standards		Total No. Students in Need of Services		Total No. Ch. 1 Eligible Students in Need of Serv.		Total No. Students Served	
	Public	Non-public	Public	Non-public		Dates	Methods—Instruments—Codes	Public	Non-public	Public	Non-public	Public	Non-public	Public	Non-public	Public	Non-public
Pre-K																	
K																	
1																	
2																	
3																	
4																	
5																	
6																	
7																	
8																	
9																	
10																	
11																	
12																	
Total																	

SECTION IV—PROGRAM NEEDS ASSESSMENT (MULTIPLE ATTENDANCE AREA)

County: _____ ☐☐ District: _____ ☐☐☐☐

PROJECT AREA (Check One)

_____ COMMUNICATION
_____ Reading _____ Writing
_____ COMPUTATION

_____ COMMUNICATION FOR LEP
_____ Reading _____ Writing
_____ Supplemental ESL
_____ COMPUTATION FOR LEP

_____ HANDICAPPED COMMUNICATION
_____ Reading _____ Writing
_____ HANDICAPPED COMPUTATION

_____ N/D COMMUNICATION
_____ Reading _____ Writing
_____ N/D COMPUTATION

GRADE LEVEL	Column 1		Column 2		Column 3	Column 4		Column 5		Column 6		Column 7		Column 8		Column 9	
	Total Number of Students Assessed		Total Number of Ch. 1 Eligible Students Assessed		District Standard or Norm	ASSESSMENT (Public and Non-public)		Total No. Students Below District Standard/Norm		Total No. Students Below State Standards		Total No. Students in Need of Services		Total No. Ch. 1 Eligible Students in Need of Serv.		Total No. Students Served	
	Public	Non-public	Public	Non-public		Dates	Methods—Instruments—Codes	Public	Non-public	Public	Non-public	Public	Non-public	Public	Non-public	Public	Non-public
Pre-K																	
K																	
1																	
2																	
3																	
4																	
5																	
6																	
7																	
8																	
9																	
10																	
11																	
12																	
Total																	

SECTION V: PROCESS TO DETERMINE STUDENTS IN NEED

County: _____ ☐☐ District: _____ ☐☐☐☐

Project Area (check one)

- ☐ **Prekindergarten**
- ☐ **Kindergarten**
- ☐ **Communication**
  ____ **Reading** ____ **Writing**
- ☐ **Computation**
- ☐ **Communication for LEP**
  ____ **Reading** ____ **Writing**
  ____ **Supplemental ESL**
- ☐ **Computation for LEP**
- ☐ **Handicapped Communication**
  ____ **Reading** ____ **Writing**
- ☐ **Handicapped Computation**
- ☐ **Neglected or Delinquent Communication**
  ____ **Reading** ____ **Writing**
- ☐ **Neglected or Delinquent Computation**

NOTE: Provide a separate description for each project area checked:

A. Describe the process to determine the number of students in need of services (Section IV Column 7).

B. Describe the assessment procedures and process for identifying the non-cognitive needs of students (affective/psychomotor/social/health).

SECTION VI—PROGRAM DESCRIPTION (PUBLIC SCHOOL)

County: _____ ☐☐ District: _____ ☐☐☐☐

Project Area

- ☐ Prekindergarten
- ☐ Kindergarten
- ☐ Communication
  ___ Reading ___ Writing
- ☐ Computation
- ☐ Communication for LEP
  ___ Reading ___ Writing
  ___ Supplemental ESL
- ☐ Computation for LEP
- ☐ Handicapped Communication
  ___ Reading ___ Writing
- ☐ Handicapped Computation
- ☐ Neglected or Delinquent Communication
  ___ Reading ___ Writing
- ☐ Neglected or Delinquent Computation

NOTE: PROVIDE A SEPARATE DESCRIPTION PAGE FOR EACH PROJECT AREA CHECKED

A. **Describe by funding source (Chapter I, SCE, local categorical) the services to be provided to project participants.**
Check the funding source: _____ Chapter 1 _____ SCE _____ Local Categorial _____ Bilingual Categorical
_____ Combination of Sources (Specify) _____

INCLUDE THE FOLLOWING SIX (6) PROGRAM ELEMENTS FOR EACH FUNDING SOURCE USED:

1. What grade level(s) will be included in the project? _____
2. What is the estimated number of students that will participate in the project? _____
3. What is the number of days per week the project will be conducted? _____
4. What is the estimated average time of instruction per student, per week, that students will receive in the project? _____
5. What instructional setting will be used to deliver service? _____
6. Briefly describe the instructional process to be implemented in order to meet the project objectives.
   _____
   _____
   _____
   _____

B. **Will services from other sources of funding (federal, state, local) support the BSI program?** _____ YES _____NO
If YES, list the services by source of funds.

C. **Describe how the basic skills program is supplemental to the regular program.**

D. **List the name(s) of the public school(s) serving eligible non-public school participants and check when the service will be delivered. (If appropriate, check one or more than one area.)**

Name of Public School

1. _____	_____ Regular School Day	_____ Before School	_____ After School
2. _____	_____ Regular School Day	_____ Before School	_____ After School
3. _____	_____ Regular School Day	_____ Before School	_____ After School
4. _____	_____ Regular School Day	_____ Before School	_____ After School
5. _____	_____ Regular School Day	_____ Before School	_____ After School

Name of Neutral Site

1. _____	_____ Regular School Day	_____ Before School	_____ After School
2. _____	_____ Regular School Day	_____ Before School	_____ After School
3. _____	_____ Regular School Day	_____ Before School	_____ After School
4. _____	_____ Regular School Day	_____ Before School	_____ After School

SECTION VI—PROGRAM DESCRIPTION (NON-PUBLIC SCHOOL)—CHAPTER 1 ONLY

County: _____ ☐☐ District: _____ ☐☐☐☐

Project Area

- ☐ Prekindergarten
- ☐ Kindergarten
- ☐ Communication
  ____Reading ____Writing
- ☐ Computation
- ☐ Communication for LEP
  ____ Reading ____ Writing
  ____ Supplemental ESL
- ☐ Computation for LEP
- ☐ Handicapped Communication
  ____ Reading ____ Writing
- ☐ Handicapped Computation

NOTE: PROVIDE A SEPARATE DESCRIPTION PAGE FOR EACH PROJECT AREA CHECKED

A. **Describe the services to be provided for non-public project participants from Chapter 1 funds to ensure equitable services.**

INCLUDE THE FOLLOWING SIX (6) PROGRAM ELEMENTS IN YOUR PROGRAM DESCRIPTION

1. What grade level(s) will be included in the project? _____
2. What is the estimated number of students that will participate in the project? _____
3. What is the number of days per week the project will be conducted? _____
4. What is the estimated average time of instruction per student, per week, that students will receive in the project? _____
5. What instructional setting will be used to deliver service? _____
   (Service must be provided at a neutral site or in a public school.)
6. Briefly describe the instructional process to be implemented in order to meet the project objectives.

_____
_____
_____
_____
_____

B. **Describe how services from PL 192-193 will be coordinated with ECIA Chapter 1 to support the BSI program?**

C. **Describe how the basic skills program is supplemental to the regular program.**

D. **List the names and numbers of participants by grade level for each non-public school receiving ECIA Chapter 1 funded project services.**

List the Name of the Non-public Sending School and Enter the Name of the Public School(s) Providing Service		NUMBER OF PARTICIPANTS BY GRADE LEVEL														
		Pre-K	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
IN-DISTRICT: Non-public Sending School(s)	Public School(s)/ Neutral Site(s) Providing Service															
OUT-OF-DISTRICT: Non-public Sending School(s)	Public School(s)/ Neutral Site(s) Providing Service															

SECTION VII—Count of Participants by Project, by School

County: _____ ☐☐ District: _____ ☐☐☐☐

Project Area (Check One)

- ☐ PREKINDERGARTEN
- ☐ KINDERGARTEN
- ☐ COMMUNICATION
  _____ Reading _____ Writing
- ☐ COMPUTATION
- ☐ COMMUNICATION FOR LEP
  _____ Reading _____ Writing
  _____ Supplemental ESL
- ☐ COMPUTATION FOR LEP
- ☐ HANDICAPPED COMMUNICATION
  _____ Reading _____ Writing
- ☐ HANDICAPPED COMPUTATION
- ☐ N/D COMMUNICATION
  _____ Reading _____ Writing
- ☐ N/D COMPUTATION

A. Project schools [All schools providing basic skills improvement programs, public and neglected or delinquent]	B. PARTICIPANTS BY GRADE LEVEL														C. TOTAL	D. NUMBER OF STAFF BY SCHOOL	
	PK	K	1	2	3	4	5	6	7	8	9	10	11	12	By School	Professional	Non-professional
E. Totals																	

SECTION VIII—EVALUATION DESIGN

County: _____ | | District: _____ | | | |

A. **Describe the evaluation design for each project area, Pre-K through 12, funded by Chapter 1 and/or SCE.**

EVALUATION DESIGN

Col. 1	Col. 2	Col. 3	Column 4	Col. 5	Column 6	Column 7	Column 8	Column 9	Column 10	Column 11
Project Code	Evaluation Standards	Grade Level	Evaluation Instrument(s)	Functional Level Test	Pretest Date	Pretest Analysis	Posttest Date	Functional Level Test	Posttest Analysis	Evaluation Model

B. **Describe the twelve-month plan for sustaining effects for all projects funded totally or in part by Chapter 1.**

TWELVE-MONTH PLAN (Sustained Gains Study)—REQUIRED FOR CHAPTER 1 PROJECTS

Column 1	Column 2	Column 3	Column 4	Column 5
Project Code	Grade(s)	Retest Fiscal Year	Plan	Description

SECTION IX—BASIC SKILLS IMPROVEMENT PROGRAM—FISCAL DATA

County: _____ District: _____

I. Report of Average Per Pupil Expenditures

Column 1	Column 2	Column 3	Column 4
Fiscal Year	Net Current Expenditures	Average Daily Attendance	Per Pupil Expenditures (Column 2 divided by Column 3)
1986-87			
1985-86			

II. Budget Summary

Col. 1	Column 2		Col. 3	Column 4	Column 5	Column 6		Column 7
Line	ACCOUNTS		Total Number Positions	Local Resources Equalization Aid	State (SCE)	Chapter I Public	Chapter I Non-Public	Total Appropriations
1	100	Administration						
2		Indirect Cost						
3	212	Salaries Supervisors of Instruction						
4	213	Salaries Teachers						
5	214	Salaries Other Instructional Staff						
6	215	Salaries Secretarial						
7	216	Other Salaries for Instruction						
8	220	Textbooks						
9	230	School Library and Audio/Visual Materials						
10	240	Teaching Supplies						
11	250	Other Expenses						
12	300	Attendance Services						
13	400	Health Services						
14	500	Transportation Curriculum Activity						
15	600	Operation of Plant						
16	700	Maintenance of Plant						
17	730	Purchase/Instructional Equipment						
18	810	Employee Retirement Contributions						
19	820	Insurance/Judgements						
20	830	Rental						
21	900	Food Services						
22	1000	Student Body Activities						
23	1100	Community Service						
24	1200	Total Capital Outlay						
25		**Total Basic Skills Appropriations**						

SECTION X—Budget Breakdown

County: _____ District: _____